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ABSTRACT

Proceedings of a seminar on curriculum and syllabus design for training English-as-a-Second-Language teachers are presented in the form of papers, presentations, and summary narrative. They include: "Curriculum and Syllabus Design in ELT"; "Key Issues in Curriculum and Syllabus Design for ELT" (Christopher Brumfit); "Approaches to Curriculum Design" (Janet Maw); "Graded Objectives in Modern Languages" (Sheila Rowell); "Performance Objectives in the Hong Kong DTEO" (Richard Cauldwell); "The Relationship between Teaching and Learning" (Dick Allwright); "Three Basic Requirements of Teaching and Teaching Methods" (Robert O'Neill); "The Implementation of Communicative Syllabuses" (Keith Johnson); "Evaluating Curricula and Syllabus" (Charles Alderson); "Examinations" (Charles Alderson); "Educational Technology and Curriculum Renewal" (Martin Phillips); "The Organisation and Structure of the Seminar"; "What Do We Mean by 'Curriculum' and 'Syllabus'?"; "What Gets in the Way?"; "Curriculum and Syllabus Design: What Are the Key Questions?"; "Case Study Design Tasks: Instructions and Notes for Session One"; "Case Study One: University of Sana'a Language Centre, Yemen Arab Republic"; "Case Study Two: Cairo Direct Teaching of English Operation"; "Interim Evaluation"; "Options"; and "Seminar Evaluation." An article summary, results of a pre-seminar questionnaire, and a report on an alternative case study design are appended. (MSE)

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Dunford House Seminar Report 1984

Curriculum and syllabus design in ELT

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CURRICULUM AND SYLLABUS DESIGN IN ELT

REPORT

on

The Dunford House Seminar

16-26 July 1984

Edited by: Terry Toney
English Language Services Department
The British Council

PREVIOUS DUNFORD HOUSE SEMINARS

1978	ESP Course Design	(Out of Print)
1979	ELT Course Design	
1980	Communicative Methodology	
1981	Design, Evaluation and Testing in English Language Projects	
1982	Teacher Training and the Curriculum	
1983	Design and Implementation of Teacher Training Programmes	

Copies of reports on the above seminars are available on request from:

English Language Services Department
The British Council
10 Spring Gardens
London SW1A 2BN

Cover design by Sue Scullard.
Engraving of Dunford House, near Midhurst, West Sussex, where the seminar has been held since 1979.

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THE DUNFORD HOUSE SEMINAR

This is an annual residential seminar run by the English Language and Literature Division of the British Council as part of its commitment to the provision of training and updating for ELT specialists employed or sponsored by the Council. The seminar serves not only British Council career officers but also Council recruited ELT staff - those working on schemes funded by the Overseas Development Administration (KELT and Category IV) and those employed in the Council's own language centres (Direct Teaching of English Operations). The desirability of promoting exchange of experience between these various groups guides the selection of the thirty participants from names put forward by Representations. During the two weeks spent at Dunford House in West Sussex the participants are able to meet and discuss issues with leading British academics and ELT professionals, to take part in design tasks and activities with other Council staff in similar situations to themselves from all over the world, and to exchange ideas and experiences in both formal and informal settings.

The seminar has been run annually in July for the past six years. Each year a particular theme has been addressed, with a natural progression often emerging from one year to the next. The theme for 1984 reflects a growing concern within the profession for a comprehensive approach to the design, implementation and evaluation of language programmes. To capture the variety of issues relevant to this theme the seminar bears the title: **Curriculum and Syllabus Design in ELT.**

CONTENTS

		Page
0.1	INTRODUCTION	1
0.2	TIMETABLE	2
0.3	LIST OF PARTICIPANTS	3
PART ONE		
1.0	CURRICULUM AND SYLLABUS DESIGN IN ELT	5
2.0	KEY ISSUES IN CURRICULUM AND SYLLABUS DESIGN FOR ELT Christopher Brumfit	7
3.0	APPROACHES TO CURRICULUM DESIGN Janet Maw	13
4.0	GRADED OBJECTIVES IN MODERN LANGUAGES (GOML) Sheila Rowell	15
5.0	PERFORMANCE OBJECTIVES IN THE HONG KONG DTEO Richard Cauldwell	19
6.0	THE RELATIONSHIP BETWEEN TEACHING AND LEARNING Dick Allwright	23
7.0	THREE BASIC REQUIREMENTS OF TEACHING AND TEACHING METHODS Robert O'Neill	26
8.0	THE IMPLEMENTATION OF COMMUNICATIVE SYLLABUSES Keith Johnson	28
9.0	EVALUATING CURRICULA AND SYLLABUS Charles Alderson	30
10.0	EXAMINATIONS Charles Alderson	35
11.0	EDUCATIONAL TECHNOLOGY AND CURRICULUM RENEWAL Martin Phillips	38
PART TWO		
12.0	THE ORGANISATION AND STRUCTURE OF THE SEMINAR	41
13.0	WHAT DO WE MEAN BY 'CURRICULUM' AND 'SYLLABUS'?	43
14.0	WHAT GETS IN THE WAY?	44

Page

15.0 CURRICULUM AND SYLLABUS DESIGN: WHAT ARE THE KEY QUESTIONS? 46

16.0 CASE STUDY DESIGN TASKS:INSTRUCTIONS AND NOTES FOR SESSION ONE 49

17.0 CASE STUDY ONE: UNIVERSITY OF SANA'A LANGUAGE CENTRE, YEMEN ARAB REPUBLIC 50

17.1 Introduction and Task 50

17.2 Background Information 51

17.3 Report on the Design produced by Dunford Seminar Participants 64

17.4 Two Reactions to the Design 72

17.5 Reaction of the Case Study Originator 73

18.0 CASE STUDY TWO: CAIRO DIRECT TEACHING OF ENGLISH OPERATION 75

18.1 Introduction and Task 75

18.2 Background Information 76

18.3 Report on the Design produced by Dunford Seminar Participants 87

18.4 Two Reactions to the Design 99

18.5 Reaction of the Case Study Originator 100

19.0 INTERIM EVALUATION 102

20.0 OPTIONS 105

21.0 SEMINAR EVALUATION 108

APPENDIX A: SUMMARY OF THE EISNER AND VALANCE ARTICLE

APPENDIX B1: PRE-SEMINAR QUESTIONNAIRE

APPENDIX B2: RESPONSES TO QUESTION 3 (CONSTRAINTS)

APPENDIX B3: RESPONSES TO QUESTION 4 (ISSUES)

APPENDIX B4: RESPONSES TO QUESTION 5 (EVALUATION)

APPENDIX C: REPORT ON A SECOND DESIGN FOR THE CAIRO DTEO CASE STUDY PRODUCED BY DUNFORD SEMINAR PARTICIPANTS

BIBLIOGRAPHY

0.1 INTRODUCTION

It is always difficult to take an event which is essentially dynamic, a nexus of ideas and personalities and represent it in a written report, a medium which is of necessity static and linear. For this reason the material in this report is presented in a way which reflects the main features and concerns of the seminar, rather than the interactive process as it unfolded. The time-table shows the events as they were scheduled from day to day.

It also reflects the intentions of the seminar planners to take particular aspects of the theme and focus on them at different times in the seminar, providing input and activities to highlight the chosen aspect. This did not mean that the aspects were ignored at other times - on the contrary, a constant attempt was made to keep as broad a view of the theme as possible - but a particular focus was set for each stage of the seminar. As an example, while evaluation was taken as a focus at the beginning of the second week, it would be wrong to suggest that it was not considered (and intended to be so) from the very first day.

In the first part of the report, after a copy of the timetable and the list of participants, there is a collection of papers reporting the content of the sessions led by guest speakers. These papers cover a variety of issues relevant to curriculum and syllabus design and a number of contemporary, professional views of these issues. The sessions were given at those stages in the seminar (see timetable) when it seemed to the planners that they would be most appropriate and useful to the focus of the participants.

The second part of the report is more concerned with the participants' activities in the seminar, and to this extent tries to capture more of the dynamic and interactive aspects of the seminar. The consciousness-raising activities of the first day are documented first, and then the various stages of the Case Study Design Tasks. The mid-seminar interim evaluation is then recorded and this is followed by an account of one or two of the 'options' sessions which took place in the final week largely as a result of decisions made in the interim evaluation session. The second part is concluded with a section aimed at evaluating the seminar itself. In the Appendix to the report a number of documents and collections of questionnaire responses referred to in other sections of the report have been reproduced for reference.

In the second part of the report many of the documents were written or drafted by one or more of the participants. No names have been put to these documents, however, as it seems fair to claim that the seminar was a combined effort and each participant contributed in some way or other to everything that came out of the seminar. For this reason the participants are due thanks in equal part for making the seminar a fruitful and enjoyable experience for all who attended it.

Terry Toney

Seminar Staff: Tony O'Brien, Course Director
Dr Peter Hargreaves, Academic Consultant
Rebecca Cheeseman, Course Officer

0.2 TIMETABLE

	0900	1030	1100	1230		1400	1530	1600	1730		2000
MONDAY 16							Assemble		Intro-duction		Video English CBu
TUESDAY 17	What do we mean by curriculum "syllabus"? CB/DA		Keynote Talk	CB		Learning/ Teaching Relation-ships DA	What gets in the way? (DA)	C & S Design: what are the key questions?	(DA/CB)		
WEDNESDAY 18	Case Study Design Tasks			(DA)		Approaches to Curriculum Design JM		Graded Objec-tives Movement in MLT	SR		Teaching Literature LM
THURSDAY 19	Case Study Design Tasks			(DA)		Materials: what are they and what is their value?			DA & RO'N		
FRIDAY 20	Implementation of Communica-tive Syllabuses KJ		Case Studies			Design Tasks		Educational Technology & Curriculum Renewal	MP		CALL: 'hands on' (MP)
SATURDAY 21	Case Study Des-ign Tasks (final product) (DA)		Interim Evaluation	(TO'B)	LUNCH 1300					DINNER 1900	Film
SUNDAY 22											Film
MONDAY 23	Evaluation of curricula and syllabuses			CA		Evaluation exercise (review of CSDT products from week 1)			(CA)		Video on Oral Testing PH
TUESDAY 24	Evaluation exercise (contd) (CA)		Examinations	CA		Producing performance objectives in DTEO Hong Kong		BC Resource Centre & Book Exhibition	RC		ODA Policy re ELT aid PS
WEDNESDAY 25	O P T I O N S					O P T I O N S					
THURSDAY 26	'Where do we go from here?' TO'B		Evaluation of Dunford: 1978-84	PH		Depart					

Key:
- CA Charles Alderson (IELE, U of Lancaster)
- DA Dick Allwright (Dept Ling, U of Lancaster)
- CB Chris Brumfit (ESOL Dept, Inst Educ, U of London
- RC Richard Cauldwell (ex-ADOS, BC Hong Kong)
- PH Peter Hargreaves (ELSD, British Council)
- KH Keith Johnson (Dept Ling, U of Reading)
- JM Janet Maw (Dept Curriculum Studies, Inst Educ)
- TO'B Tony O'Brien (ELSD, British Council)
- RO'N Robert O'Neill (Textbook writer)
- MP Martin Phillips (ELSD, British Council)
- SR Sheila Rowell (Gen Inspector, Croydon)

Staff:
- Tony O'Brien (ELSD, Course Director)
- Peter Hargreaves (ELSD, Academic Consultant)
- Rebecca Cheeseman (ELSD, Course Officer)
- Peter Hayman (Principal, Dunford House)

Evening Speakers:
- CBu Chris Bury (ELSD)
- LM Liz Moloney (Literature Unit, BC)
- PS Peter Scopes (ODA Education Adviser)

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PART ONE

1.0 CURRICULUM AND SYLLABUS DESIGN IN ELT

The title of this year's seminar reflects the broader concerns of practitioners in the English Language Teaching profession. Teachers and academics alike are becoming increasingly interested in trying to grasp the teaching/learning situation as a whole. This means looking beyond the narrow confines of one approach or one method and trying to include the practice and content of language learning, as well as the evaluation of these, in one coherent whole.

The tone of the seminar is set by the Keynote address given by Chris Brumfit. As a backdrop to his argument Chris outlines the variety of disciplines and theories on which much language teaching is based. Apart from the more academic disciplines these also include the research into the characteristics of the good language learner done by Naiman et al in Canada. This provides a meaningful context in which to consider curriculum and syllabus design.

Chris then goes on to discuss the terminology, examining the different possible interpretations of 'curriculum' and 'syllabus'. At this point, for further elaboration of curriculum models, he refers to work in the general educational field. This perspective is taken up and given fuller treatment in Janet Maw's contribution. Her paper outlines in a relatively objective way three focuses of curriculum design: learning outcomes/objectives, the content of learning, and the process of learning. It is fair to say that the second of these (the content focus) is probably the most familiar of the three (being largely a description of the knowledge to be learned). The other two are perhaps not so familiar.

The specification of learning outcomes or objectives is the approach adopted in two other contributions, those of Sheila Rowell and Richard Cauldwell. It is interesting to see, however, that although these two reports describe projects based on the same approach to curriculum design they nevertheless differ quite dramatically in their motivation and development, the graded objectives project being a more 'bottom up' approach and the Hong Kong project more 'top down'.

While both the above approaches clearly relate to syllabus statements about what should be taught or learned, it is perhaps the process approach to curriculum design which gives rise to a more complex notion of syllabus. Chris Brumfit takes up the issue of different kinds of syllabus in the second part of his Keynote address and in particular the assumptions which syllabuses make about the process of learning and their implications for teaching.

It is the process of learning that particularly interests Dick Allwright in his contribution. The possible ways in which learning may take place have clear implications for the teacher - student relationship and the teaching situation. The six hypotheses proposed by Dick reflect his concern to find out more about the learning process in order to better inform curriculum and syllabus design. A different perspective on process, focused more on the process of teaching, is that given by Robert O'Neill. Robert presents a personal view of the process of teaching, developing such notions as 'a clear centre', 'forward impetus' and 'buoyancy' to represent what is essentially a dynamic activity.

An important feature of any 'design' is that it be flexible enough to adapt to the situation it is intended for. Keith Johnson tackles this issue in a somewhat tongue-in-cheek paper which nevertheless puts over a clear and important message. This is essentially that the people responsible for

implementing a design should beware of taking suggested techniques and methods as law. They should rather look to the intent or aim of the design and be flexible in the way they achieve that. This implies a certain amount of reflection on the implementation. In effect this means evaluating the design and implementation.

Evaluation forms the focus of Charles Alderson's paper. He discusses formative evaluation of the kind just mentioned and in addition the issue of accountability. The latter takes up a final point in Chris Brumfit's address. Charles points out the need to consider evaluation from the beginning of the design process. It creates the awareness necessary for flexibility and it provides the data needed for accountability. Charles then goes on to consider a number of different approaches to evaluation, emphasising the desirability of selecting procedures and methods of evaluation appropriate to the aims of the project and the intended audiences. In his second contribution Charles deals with the evaluation of learning. This is clearly a major concern in curriculum design and is shown to be a powerful influence on teaching.

Any seminar dealing with education, while dealing with recent developments and practices, must also keep an eye on the future. The final contribution in the first part of this report does precisely that. The future in this case is interpreted as 'educational technology' and in particular the microcomputer. When talking of possible futures it does not do to set down answers, and indeed Martin Phillips has shrewdly avoided doing any such thing, choosing instead to provoke thought by leaving us with a number of questions about our wishes, as teachers, for the curriculum and syllabus of tomorrow.

There is much food for thought in the following papers. The variety of issues covered serves to reflect the complexity of the learning process. It remains to be seen whether our future curriculum and syllabus design can take on board all these perspectives and still be viable.

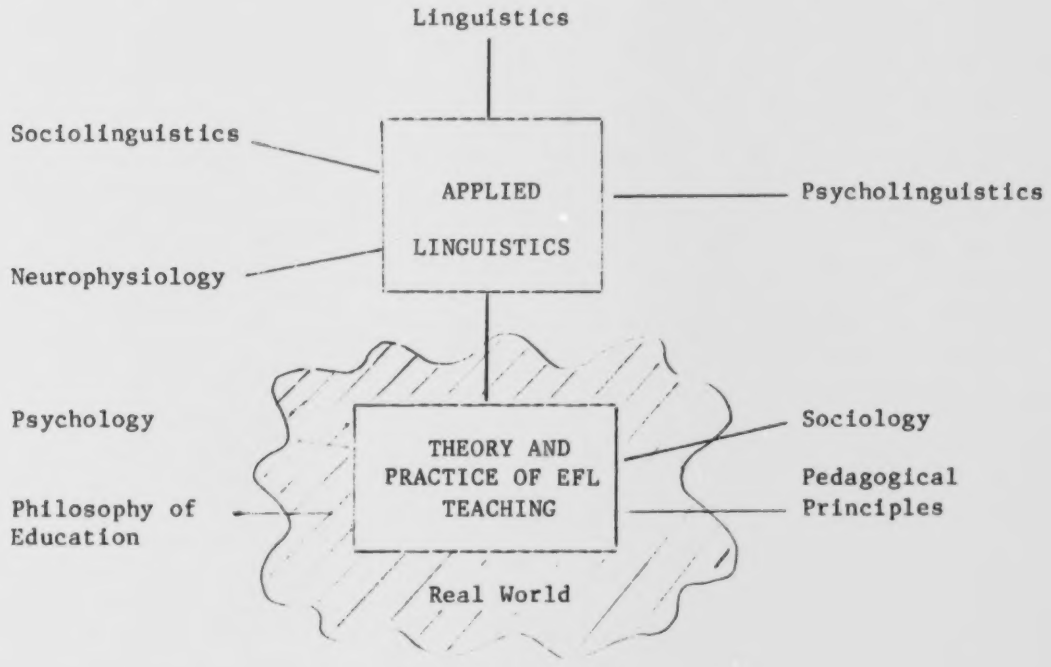
2.0 KEY ISSUES IN CURRICULUM AND SYLLABUS DESIGN FOR ELT

Christopher Brumfit
University of London Institute of Education

Let me start with three diagrams to indicate the background to discussion of syllabus design.

Figure 1 illustrates the major disciplines which influence our views of language teaching, either through general education or through the specifically language-orientated discipline of applied linguistics.

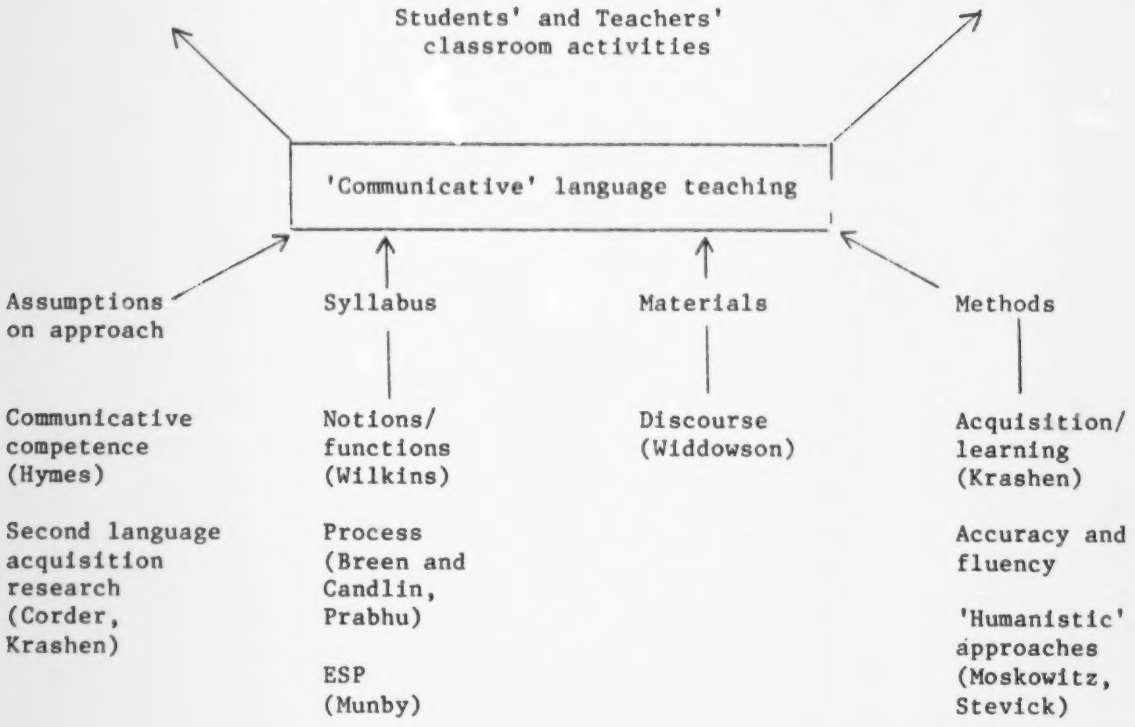
FIGURE 1



The important point to note about this is that all our intellectual and academic understanding needs to be mediated through the real world, for it is only through interaction with real world problems that the theoretical premisses can be validated and made appropriate to the needs of students and educational systems. Syllabus design is essentially an attempt to convert principle into operational practice.

Figure 2 is a schematic representation of current discussion of language teaching ideas. The names at the bottom are not important for the argument, but are simply to enable you to locate ideas that are much discussed within the general scheme. 'Communicative' language teaching has mainly been influenced by theories in its underlying assumptions (through functional and anthropological approaches to language, and through psycholinguistic discussion), in syllabus design, in materials, and in methods. Syllabus and curriculum design for language work must be seen as part of this total context.

FIGURE 2



Finally, syllabus design is in the service of effective learning, so we should take into account the characteristics of the good language learner. The fullest available study lists the following five as the major characteristic tendencies of good language learners:

FIGURE 3

The Good Language Learner - Naiman et al (Toronto: Ontario Institute for Studies in Education, 1978)

- ACTIVE in learning and practice
- must grasp language as SYSTEM
- must use language for COMMUNICATION
- must MONITOR own performance
- must accept AFFECTIVE challenge

The only one of these that requires glossing is the final one. This simply means that the student should not be fazed by the psychological threat of risk-taking, and appearing to be foolish, or of being identified as an outsider, through use of the foreign language.

Syllabus and curriculum design should work within the contexts provided by these three diagrams.

Some basic definitions

The terms 'curriculum' and 'syllabus' are often confused, and practices differ. In general, in British educational discussion, 'curriculum' is a broader term than 'syllabus', and is held to embrace the totality of educational experience, while a syllabus is usually a specification of what is to be taught in a particular subject area. This may be broken into shorter units of 'schemes of work' which may in turn break down to particular materials and lesson plans. Thus many people use the term 'curriculum' as if it is the sum of the individual subject syllabuses in a school. In the US, however, this distinction is not usually maintained. The term 'syllabus' is rarely used (though it does occur in Canada sometimes), and 'curriculum' embraces both the concepts as they are used in Britain.

But the situation is further confused, for the formal specification of what is taught does not cover by any means the whole educational experience. The term 'hidden curriculum' has been adopted to cover all the covert aspects of education. For example, recently I saw an induction ceremony for new pupils at a former direct grant grammar school. The staff were lined up on a high platform, all wearing gowns, and the boys were formally shaken by the hand by the headmaster, in a semi-religious manner. When the pupils had all been led away to their classrooms, the gowns were taken off and the teachers relaxed to talk to visitors on an equal basis. The curriculum notions of hierarchy, of respect for formal academic attainment, and of authority, were all clearly embedded in this ceremony, even though they would not be necessarily specified in any teaching syllabus.

A further notion to be mentioned is that of a 'core curriculum', which is compulsory for everyone, as distinct from components which may be optional.

Within all of these lies the less formally designed concept of 'methodology'. I would wish to define this as 'the systematic study of the practice of teaching', perhaps for many purposes adding 'particular subjects' after 'teaching', though this would not of course apply at junior levels when integrated teaching is widespread.

Finally we should consider the relationship between 'process' and 'product'. Until fairly recently, most syllabuses resembled those for examinations in being specifications either of what is to be taught or of what is to be learnt. They were thus collections of items.

However, there have been two kinds of attack on this notion in the past fifteen years or so. In Britain, the work of Lawrence Stenhouse particularly has been concerned with the idea of an ongoing permanently developing curriculum process in which teachers are never faced with a static set of content specifications. In the States, many people have called for a more humanistic, process-orientated curriculum which reflects the affective dimensions of education more fully, and it has been insisted that <u>process is content</u> just as much as more conventional specifications.

A further key issue to mention is Lawton's concept of the curriculum as a selection from the culture of the community. This view implies that someone makes the selection, and the criteria for appropriately 'approved' knowledge and attitudes, together with an argument about whose interests are being served by the selection that is made, constitute key elements in current radical discussion of the nature of the curriculum, and indeed of schooling generally.

A concern for 'process' implies certain views on teaching methods, for 'process' classrooms tend to be more learner centred, to have more group work and cooperative procedures, and to be concerned more with development than with knowledge. All this is familiar within the context of language teaching changes of the last few years, and can be related to the paper of Ron White's provided as background reading (not included in this volume but see bibliography for reference).

The syllabus in English language teaching

Syllabus development was the first major change in the movement towards communicative language teaching, and it should not be necessary to go into the history of this in any detail. Suffice it to say that the concern about the ineffectiveness of structural syllabuses led to proposals for alternatives. Wilkins most neatly encapsulated the discussion by rejecting situational syllabuses as ungeneralisable, but looking with interest at the possibilities of functional or notional syllabuses as sources of generalisable descriptions of (respectively) language use and language meaning. However, most moves in the direction of functional syllabuses (there have been no true notional syllabuses to my knowledge) have failed to solve the problems posed by grammatical syllabuses and their failure. Perhaps, some people are asking, the difficulty lies in the use of the 'syllabus'.

Let us try to define its role as clearly as we can.

SYLLABUSES

PROBLEMS: Teaching is linear: learning isn't.

We cannot refuse to plan.

We can control teaching but not learning.

We need to think clearly, even if learners don't.

POSSIBILITIES:
1. Linguistic systems.
2. Interactional systems.
3. Content systems.

The first point to make is that syllabuses control teaching, not learning, for it is teaching that is overt and observable. We cannot make someone learn, either in a particular way, or at all. But we can control much of our teaching behaviour so that it is compatible with what we understand to be the learning process. Learning need not be linear, either, but teaching can be planned along a time dimension, and a syllabus is no more than a generalised plan derived considerably from our earlier experience with similar learners.

In practice, we have three general kinds of possiblity for content syllabuses in language teaching. The content may be based on language form, on social interaction (functional) or on the content of the language itself, what is talked about. Let me develop this more fully.

SYLLABUS POSSIBILITIES

1. Language analyses
   - sound
   - syntax
   - morphology
   - notions

2. Interactional analyses
   - situation
   - function (discourse/rhetoric)

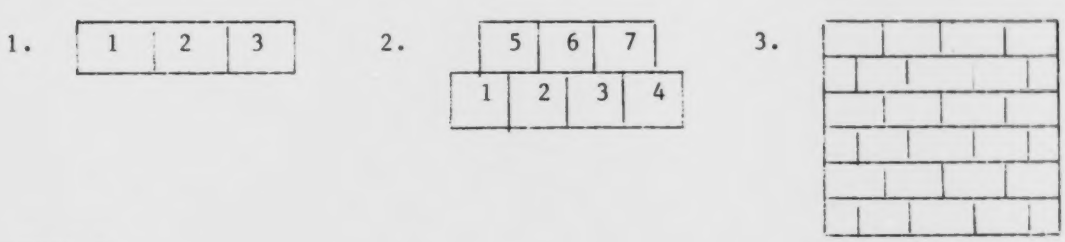
3. Content/topic analyses
   i. socially directed
      - cultural
   ii. educationally directed
      - interdisciplinary
   iii. language directed
      - linguistics
      - literature

Here we see that language analysis will use any or all of a range of categories derived from descriptive linguistics, interactional analysis will use categories from social psychology, speech act theory, or rhetoric, and the content (or topic) analysis will involve learning the language either through the learning of culture, or other subjects in the curriculum (as in immersion programmes), or through literature, or through descriptions of English, ie elementary linguistics. I think this list is exhaustive, but, of course, these may occur in a range of combinations.

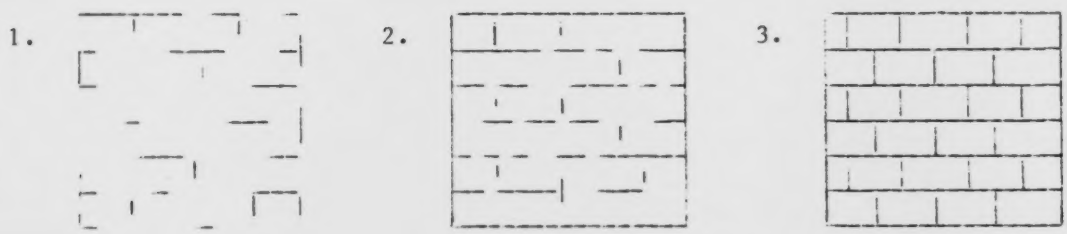
A final point needs to be made about syllabuses, and this is how they relate to learning theory:

FIGURE 4

MODEL A



MODEL B



Model A assumes that learning is linear, and that the syllabus should reflect this. But if we assume that the learner has from the beginning a dim perception of the whole system, rather than a clear perception of some items, built up bit by bit, then Model B becomes more appropriate. The paradox is that we teach by Model A, because teaching is linear, but most people would now accept Model B as closer to learning.

Because of this, some people, such as Prabhu in South India, have argued that a procedural syllabus is sufficient. He has produced a sequence of tasks which involve using English but no overt teaching or learning of English items. These tasks are graded by trial and error so that learners can generally perform them satisfactorily, and in so doing have to make use of English provided in the stimuli for the tasks. Early results of this extremely radical approach are promising, but for the moment we may be inclined to be more cautious.

My favoured solution to this problem, is to separate the learning of tokens from the acquisition of systems. Syllabuses taught in a linear way can expose learners to the tokens of the target language that they need (a token is any unassimilated piece of language: word, sound pattern, sentence pattern, even the stylistic features characteristic of a particular register if they have not been assimilated into natural use). But the fluency activity (ie the opportunity for natural language use through the performance of tasks or projects in the target language) should enable learners to convert learnt tokens into value-laden, culturally developed, negotiable systems for personal use, whether in discussion, reading or writing. But the kind of syllabus suitable for this latter activity would have to be one of normal language use, a content syllabus, or possibly a procedural one like Prabhu's. This would mean that overt learning might be prepared for through a conventional syllabus, but genuine acquisition would have to have something more radical.

Either way, we cannot abolish our responsibility to have a syllabus. We are accountable, both to the present (our students and sponsors) and to the future of the profession. A syllabus, as clearly specified as possible, enables us to examine our mistakes and endeavour to correct them, it provides assistance for the uncertain or untrained, and something for the competent to react against, and therefore improve. It is an excellent thing, therefore, that Dunford 1984 is addressing this issue.

3.0 APPROACHES TO CURRICULUM DESIGN

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In recent years writing on curriculum design has tended to move away from the dogmatic certainties of the early 1970s, when the 'rational curriculum planning model' was equated with the strict use of behavioural objectives as the only permissible structuring device in curriculum design. The crusading nature of the movement's devotees, at least in the United States, was acknowledged by a car-sticker exhorting the reader to "Help Stamp out Non-Behavioural Objectives"! An early twinge of doubt is shown by the modification of this sticker to read "Help Stamp out some Non-Behavioural Objectives"!

Since then writing on curriculum design has become more diverse, reflective, and exploratory, less strident and assertive. It is recognised that curriculum design cannot be treated as a purely technical problem, that it is inescapably value-saturated, and the absence of theories and laws equivalent to those of the physical sciences is not simply the result of a perverse failure on the part of curriculum theorists and designers to be adequately and properly 'scientific', but derives from the nature of the problems we face in curriculum design. Reid includes these problems in the category of 'uncertain practical problems', which are characterised by their need for action, their dependence on context (which nevertheless cannot be exhaustively analysed), their inevitable selectivity of values and interests, and the impossiblity of fully predicting the outcomes of any course of action decided upon. In such a situation the curriculum designer needs to use theory flexibly and imaginatively, to be both eclectic and heuristic. A curriculum is not to be judged on how closely it approximates to an a priori model of design but to how appropriate it is to a particular context of implementation, and to what extent it respects the integrity of the subject matter presented.

In practice, we find three main approaches to curriculum design, ie structuring by:

a. specification of outcomes or objectives;
b. specification of content;
c. specification of process.

However, these approaches should not be seen as unitary 'models' as there is a variety of writings in each design focus, and they are certainly not mutually exclusive, indicating emphasis rather than completeness. In part, the appropriateness of structuring focus depends upon whether the rationale and purpose of the curriculum concentrates on skills, performances or product, on induction to a knowledge area, or on the development of values, attitudes and dispositions.

Objectives have been used in various ways in curriculum design, and for teachers there have been problems in the confusion of terminology. At times 'objectives' have been qualified by the descriptions 'educational', 'instructional', 'behavioural', and 'operational' - the description becoming increasingly precise and prescriptive over time. Other writers simply assume that 'objectives' means behavioural or even operational objectives, even when this is neither clear nor obvious. What is meant by 'behaviour' also varies. One of the most influential writers on curriculum design, Ralph Tyler, insisted that objectives should be specified in terms of both content and behaviour, but not necessarily in precise form, largely because such precision is a practical impossibility in teaching. This patently obvious fact was ignored by later writers. In practice, the use of objectives in curriculum design has been overwhelmingly in the middle range of precision, clearly specifying the nature of behaviour, but not its precise form. The move towards greater precision was dictated by the needs of evaluation rather

than design, and it is against the precisely specified objectives that the arguments of reductionism, trivialisation, mechanistic manipulation, and materialism have their greatest force. In this country, the Schools Council Project 'Science 5-13' used objectives flexibly and imaginatively, and in spite of the various arguments against them objectives are alive and well and living in the Assessment of Performance Unit, Local Authority testing, and graded tests, inter alia!

Specification of content is, of course, the traditional focus of curriculum 'design' in this country - the 'syllabus' as a list of 'topics to be covered'. Such an approach is characterised by its assumption of a common educational background, and a common set of values and morals. It communicates to an 'in-group' and relates to a conception of the School or College as a set of semi-autonomous units - Bernstein's 'collection code' in operation! It is highly conservative and resistant to change because its value base is largely tacit and unquestioned. In practice, all curriculum theories incorporate content in some form, but where content approaches have an explicit rationale, it is fundamentally epistemological, based on an analysis of the nature and structure of knowledge. A key international writer here is Jerome Bruner, who, in the early 1960s argued that every discipline has an internal structure of interrelated concepts, ideas, generalisations, and laws which allow the organisation and generation of a great deal of specific information, and hence allow both an economy and a transfer of learning. The curriculum design task is to delineate these 'key concepts' and keep returning to them in increasingly complex and challenging form (the 'spiral curriculum') through an appropriate mode of representation. In spite of such issues as whether all disciplines do, in fact, conform to Bruner's model of structure, and to what extent we can agree on which ideas of a discipline are structural, Bruner's ideas have been very influential. The most powerful exemplar of the structural approach to course design was "MAN, a Course of Study" for which Bruner himself was consultant.

Again, the idea of designing a curriculum around a statement of what is to happen is not new, but in contemporary writing the common factor uniting a cluster of writers has been a rejection of the tyranny of objectives, a rejection based in their experience of curriculum design in the arts, humanities and social sciences, where specification of precise outcomes is seen as impossible or unethical. The most fully worked out model in contemporary research is that of Stenhouse, derived from his work on the Humanities Curriculum Project. Because of the team's adopted values of autonomy, diversity, controversy and understanding, structuring by objectives was seen as inappropriate; structuring by content was inadequate to the non-disciplinary nature of the project. Stenhouse developed his argument from an early paper of Peters, who was then arguing that a liberal education is defined by its mode of acquisition rather than by content or aims. Stenhouse adopted Peters' concept of 'principles of procedure' as a means of structuring an appropriate classroom process by asking the question "What classroom procedures are implicit in our aim?". The Humanities Project is a complex curriculum structured by a central classroom strategy, just as MACOS is a complex project structured around key concepts, themes and generalisations.

In summary, a reading of curriculum design literature would no longer programme the aspirant designer towards a 'correct' design model, but lead him to analyse which approach might be most appropriate, effective and feasible in relation to:

a. the level of sophistication of teachers and learners;
b. the context of implementation;
c. the nature of the discipline or subject matter.

There are many roads to Rome!

4.0 GRADED OBJECTIVES IN MODERN LANGUAGES (GOML)

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The Situation

Before 1965, Modern Languages were studied by only 25% of the school population, mainly in selective schools, and for a clear purpose: to obtain matriculation, ie entry to Higher Education. The approach was analytical, the objective to produce correct written language, the aim to show a level of intelligence which was thought to be transferable.

In 1984 the national picture is that approximately 93% of pupils between 10 and 13 begin to study a Modern Language; by the age of 14, two thirds have given up. Very small (decreasing) numbers elect to study languages at 'A' level, and of these, two thirds are girls. Figures for Croydon are as follows: of 4,425 pupils in year 5 in January 1983, 1,569 were entered for GCE/CSE in French, ie 35.5% completed a 5 year course.

The Problems

Unfortunately our pupils already speak the most important world language. Whereas in other countries a knowledge of English is sometimes essential and always useful, no ONE language is seen as being all-important to a UK citizen. The question "Which language?" can easily become "Why any language?". Yet the learning of a foreign language has a vital role to play in showing pupils that there are 2 sides (or more) to every question.

The introduction of Modern Language learning to the whole ability range in the 1960s and early 70s was chaotic. Many teachers, accustomed to teaching more-able pupils, and in many cases believing that this was educationally justified, resented having to deal with the whole ability range. They had no appropriate training, suitable materials were not available, and when they appealed for help colleagues with long experience of teaching the less-able were unsympathetic. Their problems were exacerbated by the widespread introduction of mixed-ability teaching (now acknowledged by HMI to be inappropriate for Modern Language teaching after the first year) and by the practice of 'blocking' the timetable, so that Modern Language lessons became longer but fewer and farther between, and pupils needed more and more revision before they could proceed with new work.

Two thirds of our pupils embark on an essentially academic 5 year 'O' level course on which they are bound to fail. They realise this early in the course, and opt to drop-out at the first possible opportunity, because they have no achievable goal. They may have studied a language for 2, 3 or 4 years, but have no outward recognition of their achievement, and because of the nature of the course, which is not usually designed to provide a logical leaving point for those who do not complete the whole course, many of these pupils feel that they have wasted their time, and want nothing more to do with French, the French or France.

Since the demise of matriculation, there is no external motivation for the learning of Modern Languages. In France and Germany study of a foreign language is obligatory at all levels of education; in the UK, qualifications in Maths and English are often specifically required, but a foreign language is merely 'another subject', and one in which pupils consider it difficult to obtain a certificate. Many see a 'learning' subject as a safer option.

Even those who have enjoyed their introduction to the language often find themselves obliged to give it up at the fourth year option stage because the

foreign language is set against a more desirable - or apparently more useful - subject, or because they are actively discouraged (this seems to be common in the 14-18 schools).

Despite encouraging public statements (eg the Duke of Kent speaking for the British Overseas Trade Board) there is little support for foreign language learning in the community, and rising unemployment has tended to make it even more unpopular. This is somewhat ironical, since it is clear that we need more education for leisure (which will certainly include foreign travel) and those seeking work will have much more scope if they can handle an EEC language.

Our public examination system is designed to select out for the next stage of education rather than to assess what has been achieved so far. In foreign languages, it selects those who can write French accurately, though very few will ever be called upon to do so, and gives little credit for achievement in those skills which will be most useful outside school, namely speaking and listening. None of our public examination syllabuses are based on what one might consider to be an obvious aim, ie a working knowledge of a foreign language.

The Remedy

In the mid-70s a number of teachers set out to tackle the main problem: lack of motivation. They felt that this could be improved only if the dismal record of failure at increasing hurdles could be turned into a ladder of success. Basing their scheme on the idea of a series of graded levels, akin to those long used in Music, Dance, Gymnastics and Swimming, they suggested that each level should be complete in itself, but should also lead on logically to the next level. Instead of failing almost from the beginning of a long haul, the pupil would attempt a small, realistic, defined step, and if successful, move on to the next step. Tests would be based on a defined syllabus and would be designed to show what the pupil COULD achieve, rather than trying to highlight his weaknesses. A pupil who did not wish to continue his language study would take a final achievement test and would, if successful, have something to show for his years of study, however few, rather than merely 'dropping' the subject.

Since the first schemes were launched in 1977, over 80 groups of teachers in 78 LEA's have devised their own 'GOML' schemes (Graded Objectives in Modern Languages). The results have shown greatly increased motivation towards the subject on the part of both pupils and parents (in the York schools the fourth year take-up rate for French has increased from 46% in 1976/7 to 97% in 1983/4)and considerably improved morale on the part of the teachers. This is because they have for the first time been involved in devising their own syllabuses and in working together to find the best ways of teaching and testing those syllabuses. What began as an exercise in raising the interest of the pupils has turned out to be the most successful in-service exercise ever invented. As for the pupils: over 350,000 throughout the UK chose to take a language achievement test in 1983.

All Graded Objectives assessment is based on criterion-referencing, ie the criteria for success are carefully defined and each individual is assessed according to whether or not he achieves these criteria. Since there is no requirement for selection, norm-referencing is not relevant. Pupils are tested when they are likely to achieve success: for some, this will mean achieving Level 1 after a short period, for others this may be the Level they will reach after 2 or 3 years. It is recognised that language learning is a skill at which pupils will progress at different rates: to expect them all to

reach the same level at 16 is equivalent to expecting every child of 10 to have the same reading age. What is important is to be able to assess the appropriate reading or French level at any age.

It is hoped that pupils who have enjoyed their language learning at school, and who feel that they have had some success (at whatever level) will be more likely to leave school with positive attitudes towards the foreign country and people, and to want to continue their language study in later life when there may be a vocational reason for learning a particular language. The RSA has already set up graded levels for adults based on these lines, and it should be possible to provide a link between school and FE/AE Courses in Croydon.

The levels are LEVELS OF PERFORMANCE, ie the certificate clearly states what it is that a pupil who achieves a certain level can do. It follows that the tests themselves must involve genuine activities (finding out information, writing a letter, role playing) rather than mere testing devices (eg picture essay, prose translation). This is particularly important since a survey by the National Association of Language Advisers has shown that teaching is adversely affected by back-wash from examinations as much as 5 years before a public examination is due to be taken, despite evidence that practising examination techniques is neither a very effective nor a very motivating approach to learning.

The search for ways of improving motivation has led to new thinking about ways of presenting a Modern Language syllabus. The GOML groups have adopted a FUNCTIONAL approach to syllabus design, that is, the target language is thought of in terms of what one can do with it, rather than how one can analyse it. This means that a teaching unit will not consist of, eg "present tense -er verbs", but eg "how to say what you do in your spare time". Teaching to this sort of syllabus means that both teacher and pupil know what they are teaching a unit of language FOR, and what they will be able to do at the end of it. Hence the possibility of defining performance levels.

An important factor in the raising of interest of pupils has been the transfer of emphasis from written skills to oral/aural skills. The levels of achievement which GOML seeks to reward are for performance in COMMUNICATION, initially in listening, speaking and reading, and later also in writing. (Unfortunately even pupils who achieve Grade A in GCE are rarely able to communicate.) Teachers involved in GOML schemes have adopted a communicative approach to language learning, that is, they try to ensure that at all levels of learning, language is used for a purpose, not treated as a series of meaningless structural exercises. Structures have, of course, to be learnt and practised, but too often they are not put to any USE.

GOML and Public Examinations: in most areas groups have devised 3 lower levels, and have then submitted their Level 4 as a CSE Mode 3 (in 1983, 23 such examinations had been accepted by CSE Boards) and have plans to submit a Level 5 as a Mode 3 'O' Level (two of these will be operational in 1985, and many others are in preparation). It should be noted that the East Midlands Regional Examining Board is certificating in their area at all levels from 1 to 5. Meantime the new Examining Authorities have set up Working Parties to work out new syllabuses based on the Joint Criteria, and have incorporated much of the developmental work already done by GOML groups: the new NEA (Northern Examinations Area) 16 plus, to be offered in French, German and Spanish in 1987, is in fact the York area's Level 5 graded test. For once development has started from the bottom, and teachers who set out to provide an alternative system of examinations for Modern Languages have ended up by provoking changes in the examinations they found so unsuitable for the majority of pupils. For the new 16 plus, when it arrives, will be criterion-

Currency of Certificates: the main purpose of the certificate is to reward the pupil personally for his achievement. It also clarifies this level of achievement for the school and for any subsequent educational institution and for parents and friends. Finally, although it is not intended to be a vocational passport in the style of eg 'RSA Typewriting Stage 2' it nevertheless indicates to a future employer: a. that the pupil has successfully completed a course in a modern language; and b. that he/she can perform in the language in the areas and to the level indicated on the certificate.

5.0 PERFORMANCE OBJECTIVES IN THE HONG KONG DTEO

A report of a session run by Richard Cauldwell, formerly of Hong Kong DTEO

1. Background

The Hong Kong Direct Teaching of English Operation (DTEO), in common with many other DTEOs, was faced with a number of problems bordering on administrative areas on the one hand and professional areas on the other. Two such problems were associated with the division of courses into different levels. These problems were accentuated in an institute the size of Hong Kong (between 9,000-12,500 students) with some twelve levels up to Cambridge First Certificate. The problems were as follows:

1.1 It was often very difficult to match students who were being promoted from one level to the next with new students who were entering at the second level. The new entrants often had a better command of English.

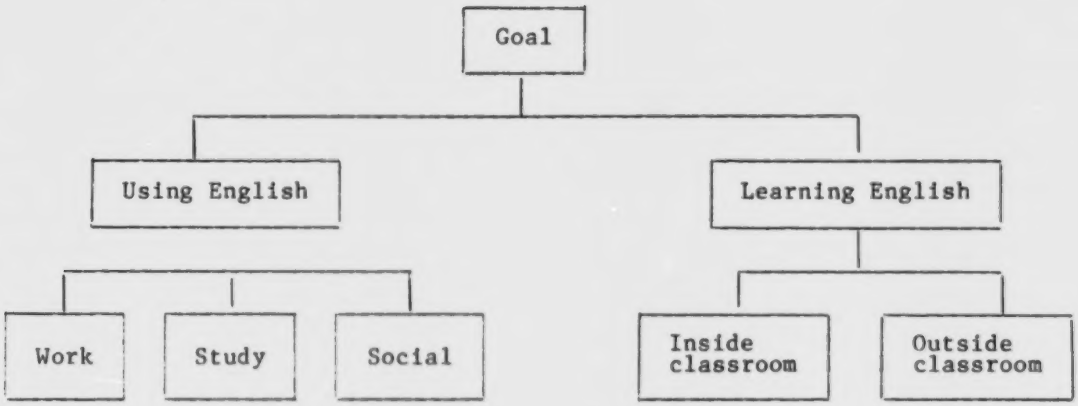
1.2 The lesson/course content was most often determined by textbooks rather than any explicit statement of specific target performance in English at the end of a course. This made it impossible to design valid and reliable tests at each level as well as to get a clear picture of the differences between levels.

These problems were clearly linked and both as much a product of organisational considerations as professional ones. Central to both problems was the need for clear and systematic statements of target performance for a given level. This would enable the staff to assess whether existing students had achieved the desired performance to merit promotion and whether new students were at a similar level of achievement. The statements of target performance would help staff to devise valid and reliable tests with which to assess their students and generally make the demands of the different levels clear to both staff and students. An added advantage was that they would also serve as a means of describing a student's English competence to a third party, for example a sponsor or employer. These statements of target performance are called performance objectives.

2. Determining the Performance Objectives

The approach taken to establishing the performance objectives was to canvas the views of students and typical employers by means of questionnaires and interviews. In addition to this teachers' views and opinions were sought. In this way 'needs' and 'wants' were established. The students' goals in learning English can be split into two sub-goals: the first is for the purpose of using English and the second for the purpose of further learning (in an English medium situation). These sub-goals can be further broken down into more specific purposes. Figure 1 summarises this:

FIGURE 1



The purposes above reflect the findings of the survey of the students. Of the various groups making up the student body two prominent groups wishing to be able to use English in their work settings were office workers in clerical posts and manual workers. As a starting point for the sizable task of drawing up performance objectives for all groups at all levels, the Hong Kong team decided to single out the purpose of using English in the work situation for the clerical group. This is then just a small part (the extreme bottom left of Figure 1 for one group only) of the eventual target of the project.

3. Examples of Performance Objectives

It is argued by Falvey and Milanovic, in their paper delivered at the 1983 conference held in the Regional English Language Centre in Singapore, that it is most meaningful to state performance objectives in relatively general terms - outlining the kinds of language tasks likely to be demanded of the student rather than the language items and functions they should learn. The latter should be left to the classroom, thus recognising the variety of linguistic routes available to task completion. Examples of performance objectives for clerical workers are as follows:

3.1 Describe how to do things in the office or work-related areas.

3.2 Listen actively to descriptions of how to do things in the office or in work-related areas:

- how to operate equipment;
- how to follow procedures.

NOTES

1. 'Work-related areas' = workshops, customer service areas, building sites, reception, government offices, banks etc.

2. Listen actively means that the student has the confidence to:

   i. interrupt, ask questions when he/she needs clarification, and participate in the interaction;

   ii. take appropriate action while listening, eg making a note of action to be taken or interaction to be provided.

These are expanded as follows:

3.1 DESCRIBE HOW TO DO THINGS IN THE OFFICE OR WORK-RELATED AREAS

- how to operate equipment eg - typewriters
  - photocopiers
- how to follow procedures eg - operating filing systems etc.

Examples:

3.1.1 bank clerk explaining to a customer the steps to follow in order to open a bank account.

3.1.2 clerical worker explaining to a superior officer how to use the filing system in a particular office, eg procedures to follow when opening a new file.

3.1.3 clerical worker explaining to a superior officer the channels to follow in order to achieve a specified goal, eg the people to deal with and the forms to be completed in order to obtain a Hong Kong identity card etc.

3.1.4 a clerical worker in a travel agents explaining procedures to be followed in order to obtain a visa.

3.1.5 a clerical worker explaining to an expatriate member of staff how to use a piece of equipment, eg a photocopier, telex machine etc.

3.2 LISTEN ACTIVELY (see Note 2) TO DESCRIPTIONS OF HOW TO DO THINGS IN THE OFFICE OR IN WORK-RELATED AREAS

- how to operate equipment eg - typewriter
  - word-processor etc
- how to follow procedures eg - maintaining office accounts.

Examples:

3.2.1 expatriate sales manager explaining to salesmen how to use a new piece of equipment, eg a word-processor.

3.2.2 expatriate member of staff explaining to a clerical worker how to use a sophisticated calculator to produce office statistics.

3.2.3 an accounts clerk receiving instructions regarding

i. authorised signatures required before payments can be made and of other details concerning financial records.

ii. maintenance.

3.2.4 a clerical worker receiving instructions about the implementation of security regulations for computerised records.

4. Workshop task relating to performance objectives

It was felt that a useful way to come to grips with performance objectives might be to try to prepare them. In groups following the guidelines taken from Mager 1962 the Dunford seminar participants were to prepare performance objectives for the second sub-goal in Figure 1: Learning English.

4.1 **Guidelines** (Taken from Mager 1962)

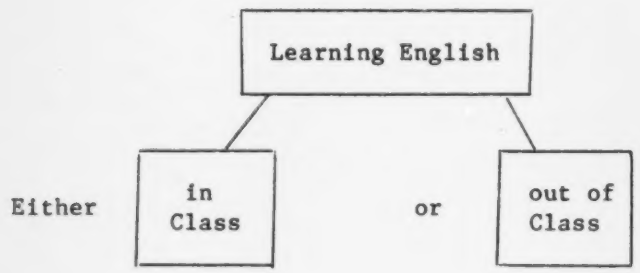
4.1.1 Write a statement that describes the main intent or performance expected of the student.

4.1.2 If the performance happens to be covert, add an indicator behaviour through which the main intent can be shown.

4.1.3 Describe relevant or important conditions under which the performance is expected to occur. If it seems useful, add a sample test item. Add as much description as is needed to communicate the intent to others.

4.2 **Task**

4.2.1 Write a performance objective for:



4.2.2 Use Mager's specifications and examples on the handout (4.1) as models.

4.2.3 Write the objective on an overhead transparency for presentation/ photocopying.

6.0 THE RELATIONSHIP BETWEEN TEACHING AND LEARNING.

Dick Allwright
University of Lancaster

Teachers do not expect their learners to learn everything that they teach them, but, if their learners have no other opportunities to learn, then teachers are likely to expect that WHAT their learners learn is directly related to what they teach.

Research suggests, however, that the teaching-learning relationship is far more indirect. There are two main approaches to the problem of understanding this indirectness:

A: We can assume that the relationship is itself direct (causal), and then look for some factor (or factors) that may be intervening to obscure the relationship for the observer.

OR

B: We can assume that the relationship is in fact indirect and then look for some factor (or factors) to explain how it is that learners come to learn whatever it is that they do learn.

Some factors have already been suggested in relation to these two approaches:

6.1 The INCUBATION hypothesis.

It has been suggested that whatever learners are taught will need an 'incubation' period before it can be expected to appear in their performance. Such an incubation period could account for findings that otherwise appear to point to a lack of causal relationship between teaching and learning, because it would predict that recently taught items would, in performance, appear not to have been learned, and it would also predict that items would appear to have been learned that had not recently been taught. The incubation hypothesis, however, would not predict the appearance of items not yet taught. To account for such findings an alternative hypothesis is needed.

6.2 The INTERACTION hypothesis.

It may be that what learners are taught is not simply the 'syllabus', as planned and implemented in a 1:1 fashion by the teacher, but something potentially much more complex - the product of the classroom interaction process, whereby what gets taught becomes modified, probably enriched. This hypothesis would suggest that the lack of apparent relationship between teaching and learning is an artefact of the failure to observe and take properly into account what actually gets taught in the classroom, as opposed to what has been planned to be taught there, or assumed to have been taught there. The hypothesis could be tested by relating detailed observation of actual teaching to learning performance. An alternative hypothesis would be needed if much appeared in performance that could not be traced back to specific acts of teaching.

6.3 The INPUT hypothesis.

It may be that what learners can learn from is not just what gets specifically 'taught'. They may be able to learn from things that

happen in the classroom that are not in themselves specific acts of 'teaching'. Perhaps classroom interaction offers a wide range of inputs to learners' learning processes. Perhaps they can learn from all the classroom management talk, for example, at least if it is conducted in the target language. It may be that in this way 'what is available to be learned from' offers such a variety of learning opportunities that it should come as no surprise if what learners learn is only weakly related to that subset of learning opportunities produced directly by acts of teaching. Perhaps the mere frequency of learning opportunities for a particular item, whether or not 'teaching' is involved, will be enough to facilitate learning.

In principle such a hypothesis could be tested by relating a detailed account of the occurrence of learning opportunities to learner performance. If the hypothesis were not falsified in this way, then we might ask whether 'frequency of occurrence of learning opportunities' is in itself a sufficient explanation for whatever learning takes place. By what **processes**, we might ask, is something learned when it is frequently encountered? For that we shall need a further hypothesis.

6.4 The ACQUISITION hypothesis.

It may be that, even if frequency itself is not crucial, learners get whatever they get from the classroom input by processes that are importantly different from those the teaching is trying to invoke. If the learners are using some 'natural processes' rather than those assumed to be involved in formal instructional settings, then this might explain why what they get from a lesson is different from what has been taught (and not just 'less than' what has been taught).

We might be able to test this hypothesis by comparing the performance of learners receiving only formal instruction with what is known about the performance of untutored learners (or 'acquirers'). If their performance could be better predicted in this way than by trying to relate it directly to the teaching then the acquisition hypothesis would receive support. We might also, in trying to make sense of the performance data, invoke a further hypothesis.

6.5 The NATURAL ORDER hypothesis.

It may be that teaching and learning are only indirectly related because learners, even in a formal classroom setting, are following a natural order of acquisition which is unrelated either to the teaching syllabus, or to whatever actually does get taught, or even to the frequency of whatever 'becomes available to be learned from' in the classroom. Again one should be able to test this hypothesis (in principle at least) by comparing the performance of classroom learners with that of untutored acquirers. But it would be difficult to maintain the 'natural order' hypothesis if learners' 'orders' turned out to be idiosyncratic. For such results we might turn to the last hypothesis here.

6.6 The PERSONAL AGENDA hypothesis.

It may be that learners follow a 'personal agenda' in their learning (or acquisition), selecting whatever it is that they personally want from all the learning opportunities that classroom interaction engenders, and perhaps doing interactive work on occasion to ensure the occurrence of items on their personal agendas that do not otherwise arise.

General Comments

a. These hypotheses are not in themselves novel (except perhaps the 'interaction hypothesis'), but they do not appear to have been related to each other in the above way before, or to the general question of the relationship of teaching and learning.

b. All the hypotheses have already been studied, to a greater or lesser extent, and all seem investigable by relatively familiar research techniques.

c. It nevertheless seems most unlikely that any of them will ever be conclusively falsified, if only because they are likely to be extremely difficult to disentangle from each other.

d. Only settings permitting a clear comparison between formal instruction **only** and informal acquisition **only** will allow us to obtain anything like clear results, if any are ever to be obtained at all.

e. It seems most likely that we shall eventually have to accept that all the hypotheses (and probably others as yet unimagined) are needed to help us understand the complexities of classroom language learning. Any apparent incompatibility between them is probably an illusion.

f. NONE of the six hypotheses is required if further research suggests that what learners learn is simply a subset of what they are taught. There are plenty of other hypotheses to account for what may be straightforward after all. The first problem is therefore to establish that there really are discrepancies between what teachers teach and what learners learn, discrepancies that cannot be explained merely by drawing attention to the fact that teachers are not perfect, and learners are not perfect. That we know.

7.0 THREE BASIC REQUIREMENTS OF TEACHING AND TEACHING MATERIALS

Robert O'Neill

It may seem pretentious, or at least overly ambitious, to try to reduce anything so complex as teaching to "three simple principles", but they provide a kind of framework for my own materials. I don't claim I always achieve these things, and I am sharply aware of the tremendous distinction between what materials set out to enable and what actually results from them. In any case, materials are only one aspect of teaching. But materials design must feed directly into teaching, just as teaching must feed back into materials design.

But what are these "three principles"?

1. A Clear Centre
2. Forward Impetus
3. Buoyancy

A lesson has to be about something. This is not a novel or original statement but it is surprising how many lessons don't appear to be about anything at all, at least not about something which a learner can clearly preview.

However, I have come to believe that grammatical and functional goals are far too narrow to provide this centre I am talking about. That is:

> lessons and materials should include grammatical and/or functional aims but they are simply too narrow to provide the centre themselves.

I believe that materials design and lesson planning (and, by the way, I believe that lessons are more likely to suffer from over-planning than no planning at all) should try to find their "centre" in something that includes perhaps one or two main grammar or functional points, some lexical work, and other things as well (such as intonation, review of previous grammar and functions etc). But this "centre" should be easily summed up without reference to any of these things. The centre can often come from a theme, a story, an incident, or something else, primarily non-linguistic in nature, which will interest the learners. Of course, it is terribly difficult to predict what will interest them, but unfortunately we still have to try.

The forward impetus of a lesson or materials is mainly a matter of generating anticipation. It is striking how often lessons and materials go on and on without producing any anticipation at all. That is, the student yawns and says to him/herself "When are we going to stop all this practice of 'How long have you been ....ing?' or 'Requests and Offers'?" They don't usually have a framework which allows them to say to themselves "Ahh, well, this patch may be a bit boring but the next bit that is coming should be more interesting". This kind of anticipation is at the very heart of most of the listening we do when we talk in our own language, or when we read a book, watch a film, etc. The framework of the activity provides us with some ability to anticipate what is going to happen, or at least an interest and a curiosity to find out what is going to be said, what is going to happen, and so on. Yet, I say again, many lessons, and quite a lot of the materials upon which they are based, seem totally lacking in this.

Buoyancy is what allows a teacher to float in a lesson rather than drown. A drowning man or woman thrashes about in the water desperately, flailing arms and legs, wasting energy that will drain you and drag you down rather than

keep you afloat. A drowning teacher dashes to and from the blackboard, constantly tries to initiate, gets little or nothing back from the class, and enters into the same cycle of leaden exhaustion as a drowning non-swimmer. Buoyancy cannot come directly from the materials being used. Sometimes it comes from a deliberate decision to use no materials at all. But materials, when they are used, can help the teacher to achieve this buoyancy. They can help the teacher by giving the learner something to work with, a framework to work within, and above all, something for both the teacher and the class to react to and to improvise upon.

8.0 IMPLEMENTING INNOVATIONS IN LANGUAGE TEACHING: 'SPIRIT' AND 'HOOHA'

Keith Johnson
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This contribution is addressed to those who wish to introduce innovations into language teaching practice, who have clear ideas as to what those innovations are to be, yet who are likely to meet opposition from agencies - Ministries, Institutes, teachers etc - when cooperation is necessary.

Ideas, innovatory or otherwise, may be seen as having two sides to them. The spirit of the idea is to its central insight. But ideas also often carry with them a great deal of paraphernalia; elaborate procedures, complex frameworks, philosophical hullabaloo: their hooha. Where spirit ends and hooha begins will of course often be a question of personal interpretation, and it is admitted that this contribution uses the terms (particularly hooha) in a vague and sometimes ambiguous way. Nevertheless the claim is that the distinction, however personally interpreted, can be useful when considering the implementation of innovations.

Two (personally interpreted) examples. The spirit of the Silent Way is its insight that student engagement is increased by reducing teacher input. The Cuisenaire rods, the colour charts, the philosophical hinterland are the hooha. The spirit of needs analysis is the realisation that it is important to have clear ideas on why students are learning a language. The hooha are the elaborate needs analysis models.

It is natural that the innovator should find himself involved in hooha. High-level brokers often deal in the currency of hooha, revelling in models, diagrams with boxes and arrows, elaborate theoretical justifications. Less cynically, there is a natural desire on the part of such bodies to expect new ideas to be well mapped out and theoretically sound (and often of course it is in theory that hooha lurks).

Nor is hooha without its effect. The language teaching world is quite capable of espousing new models, new procedures without the slightest conception of the spirit behind them. Was every audio-lingual teacher a confirmed behaviourist? It would be naive to assume that the spirit of an idea needs to be understood and accepted for its accompanying hooha to be universally used.

This contribution, nevertheless, will argue in praise of the spirit. It will claim that hooha without spirit is often a waste of time, and can be positively harmful. It will then argue that it is possible to introduce spirit without hooha, and indeed that a determined effort to avoid hooha is a powerful way of successfully implementing innovation.

Hooha without spirit is often a waste of time because it has no real impact. New Hooha becomes grafted on to old spirit, and nothing substantially changes. The confirmed structural teacher may enthusiastically espouse communicative metalanguage to describe traditional techniques. A drill of the sort:

T:	table	S:	This is a table.
T:	chair	S:	This is a chair.

is communicative, one may be told, because there is an 'information gap'; the student does not know in advance whether the teacher will say table or chair. Only the metalanguage changes.

Further, hooha of its nature wastes time by breeding more hooha. A decision to adopt a notional syllabus may lead to an elaborate needs analysis taking many years. When the level of materials production is reached the analysis may prove largely useless because it imposes conditions on the materials that they cannot possibly meet. Then there are likely to be lengthy discussions on the differences between notions and functions (angels on a pinhead?). Then come the agonies of decisions about ordering - which functions should be taught before which other functions? Hooha without spirit is trees without the wood, and the potentiality for getting lost is great.

Concentration on hooha can be not just time-wasting but positively harmful, and notional syllabus design provides another example. Wilkins describes the notional syllabus as 'analytic' and to an extent relates it to non-interventionist approaches like those of Newmark and Reibel. In many parts of the world there is discontent with the rigid and lockstep procedures of the structured syllabus, and the notional syllabus may seem - in spirit - to offer a slightly less interventionist answer. Enter hooha, with its elaborate needs analyses and its lengthy syllabus inventories. The result is often a greater rigidity and prescription of teaching. Any spirit of non-intervention easily becomes choked by the hooha.

It is possible to introduce spirit without hooha. Consider for example Dr Prabhu's proposals for a topic-based or 'procedural' syllabus. His claim is that language structure is best learned when prime focus is on meaning. This leads him to avoid linguistic prescription and have instead a syllabus of tasks. 'Meaning focus' is achieved by cognitively engaging the learners in problem-solving activities.

The innovator who seeks to introduce such ideas on the hooha level is likely to encounter severe problems. Any suggestion that linguistic control should be abolished directly confronts long-established hoohas. In many countries such a suggestion would not even be considered. But even if it were, there would be the danger of a new hooha developing. Task-based syllabuses would introduce an entire new industry. Task-based needs analyses? Grading of tasks in terms of cognitive complexity? .... Spirit beware, hooha is there.

Dr Prabhu's proposals might be said to have two 'spirits'. Neither, stripped of hooha, is particularly outlandish. The first is that cognitive engagement through problem-solving is desirable. Many teachers are ready to accept this, and are indeed prepared to seek advice on how best to achieve it. The second spirit involves a loosening of linguistic control. If this idea is formalised (hoohaised?) into a full teaching strategy with concomitant background theory then it is often received with hostility. But teachers may be quite prepared to admit that communication involves coming to terms with the unknown, and that it is an important communicative skill to learn how to operate adequately in a linguistic environment (eg abroad) where perhaps only 50% of what is said is understood. This realisation may lead to quite substantial changes in terms of linguistic control in the exercises teachers are prepared to give their students. Thus, restricting oneself to the spirit of ideas may end in a good deal of innovation. After all, one may need a degree or teacher training course to understand the intricacies of hooha; but good spirits shine out for all to understand.

The implications of these arguments may be twofold. First, it may be that inculcation of spirit through teacher training can achieve more than head-on confrontation with official channels which may insist (thrive?) on hooha. Secondly, and more certainly, the innovator should look carefully at his innovations and ask: What is its spirit? What is its hooha? Can I introduce the one without the other?

9.00 EVALUATION OF CURRICULA AND SYLLABUSES

J Charles Alderson
Institute for English Language Education, University of Lancaster

Any consideration of curriculum and syllabus design must begin with two questions: What do we intend to achieve with our curriculum and syllabus, and How are we going to know what we have achieved and how we have achieved it? As Wiseman and Pidgeon (1970) put it:

> The fundamental task of constructing a curriculum is manifestly that of devising an instrument for successfully achieving a set of educational aims. (p20)

In other words, designers are necessarily and essentially concerned not only with establishing curricular aims, but also with evaluation, and ensuring adequate means of evaluating success (or otherwise). Not only does this mean taking evaluation seriously in curriculum development, but also and importantly integrating evaluation into design projects from the very beginning, rather than leaving it until the design has been finalised and the curriculum implemented. As Wiseman and Pidgeon point out, evaluation must be considered and built in to projects at the same time as the aims and objectives and the means of implementing these are being developed. Typically, however, and not only in language teaching projects, evaluation is left until the end of a project, at which point evaluators are invited in to pronounce judgements on the worth of a project (which can, not surprisingly, cause considerable resentment). Despite the attention paid to evaluation in the Cameroons Textbook project, for example, (Wilson and Harrison, 1983), it appears to have been the case that the lack of priority given to evaluation in the planning stages of the project led to inadequate provision and above all to the results of evaluation being ignored. Wilson and Harrison clearly show how the almost daily changes in constraints on development projects make it essential that evaluators work as closely as possible with developers from the inception of a project. Unfortunately, however, theorists may often recognise the importance of evaluation, yet fail to show how such evaluation could or should be implemented (see, for example, Breen and Candlin, 1980). This is, indeed, particularly a problem in language teaching, especially in EFL. As Murphy (1985) says:

> "The crux of the matter as far as the development of language teaching is concerned is that the theoreticians are content to maintain a non-empirical approach, and their competing designs, for all their academic weight, fail to produce the improvements sought" (p8)

He suggests that this is precisely because they fail to take evaluation sufficiently seriously as to specify procedures for evaluating designs and innovations. To quote Murphy further:

> We need to know how well the theory works in practice. To acknowledge the need for "thoughtful experimentation" (Wilkins' phrase), for the "test of practical application" (Widdowson's phrase) is insufficient by itself. Since no results are given, no indication of what a practical test would be like and no source for guidance on how to conduct such tests, we are left thinking that the phrases may be no more than enjoinders to "give it a whirl" (p8)

There is, indeed, considerable evidence that evaluation is either simply ignored, or has lip-service paid to it, or is added as an afterthought, once

materials and methods have been designed and established. Yet if evaluation is to guide the curriculum process and decisions, then it must be incorporated ab initio - so that it can take account of the developing aims of the project, and even contribute to such aims, and also so that its findings can be fed back into the design process in a continuous dynamic interaction.

What is evaluation? There is a regrettable tendency, within ELT, to equate evaluation with testing. The two are not synonymous, however, since tests are only one means of gathering information. Evaluation is, in fact, a very generalised area. To quote Cronbach (1975):

> "Evaluation is a diversified activity where many types of information are useful for making many types of decisions."

This usefully emphasises the plurality of possibilities for procedures, and draws attention to evaluation as an information-gathering activity intended to inform the decision-making process in a curricular context. Cronbach also says:

> "Evaluation should be used to understand how the course produces its effects and what parameters influence its effectiveness"

In this view, evaluation is much more than "just" measuring: it is part of the process of understanding.

There is, however, a regrettable tendency also to view testing as simply the administration and interpretation of pen and paper tests. I prefer to take a wider view of testing, and see it as a two-part activity: elicitation and judgement. A test is essentially a device for eliciting relevant behaviour - which then becomes describable - and some procedure for judging that behaviour - which implies the establishment of criteria for adequacy and acceptability. This wider view of testing allows us to consider as a suitable instrument any procedure which elicits and allows for description, and then provides for comparison and judgements. It is interesting to compare this definition of a test with Nisbet's view of evaluation (Nisbet, 1972):

> "Evaluation is not only a judgement: it also sets out the evidence and reasoning which led to that judgement, and if evaluation is to be accepted as valid we need to be sure that the evidence reported is a fair sample, and the reasoning from it is logical, and that alternative interpretations have been considered and disproved"

In other words, evaluation, like testing, is concerned with explicitness of evidence, with its validity and with the validity of the comparisons, criteria and judgements.

It is important to emphasise that there is no ONE way of evaluating, rather that different sorts of evidence, elicited by different instruments, will be appropriate for different purposes. There is a close and crucial relationship between What and How one evaluates, and one's purpose in evaluating. The procedures one adopts and the content one selects for the evaluation will depend upon why one is gathering the information and who it is intended for. As Rea (1983) points out:

> Different areas of evaluation are important to different people at different times and for different reasons.

Examples of three different procedures

The Bangalore/Madras Communicational Teaching Project provides an interesting example of the use of fairly traditional language tests to provide some means of external evaluation of an innovative teaching programme in order to convince outsiders and sceptics of the value of the Project. Details are available in Beretta (1984) but briefly the instruments chosen were two tests intended to favour one or other of the experimental and control groups of schoolchildren who had or had not taken part in the Project, and a group of three tests intended to be neutral as to bias towards one or the other group. In addition, the performances of both groups on public examinations were compared to see whether the experimental groups showed any disadvantage on "traditional criteria" however irrelevant they might be to the aims of the Project.

What is interesting is not so much the results (although these tend to show limited advantage for the experimental group over the control group) as the fact that the evaluators might be said to have stacked the dice against the experiment by selecting tests rather than engaging in extended analyses of attitudes, of classroom discourse or of subsequent use of English "in the real world" or whatever other procedure might have found more potentially favourable results. Instead, traditional criteria were used to convince sceptics.

Unlike the Bangalore Project, which only conducted an 'external' evaluation after four years of experimentation, the work of the Communication Skills Unit in Dar es Salaam is interesting as an example of evaluation in action precisely because it has incorporated evaluation through language tests from the very beginning of the design of the courses for which the Unit is responsible. In this case, too, it is noteworthy that outside "experts" were not invited in in order to conduct an external evaluation. Instead the team members themselves built in the externally verifiable evaluation procedures and instruments, not simply in order to convince outside sceptics of the value of their work but in order to prove to themselves that what they were trying to achieve was or was not being achieved. Again, there is no space to go into detail but in summary, students were given entry and exit tests to determine the amount of learning during CSU courses, the performance of students taking CSU courses was compared with that of those not taking such courses and a range of subjective assessments by language and subject tutors was gathered on both CSU and non-CSU students, in order to investigate whether students benefitted from the CSU courses. Again, what is important is less the results of the evaluation, but rather the fact that:

- the evaluation was internal, but externally accountable
- the evaluation, even though rather traditional in design, was included in course design from the very outset
- formative as well as summative aspects of evaluation were included
- the design was essentially intended to answer the question: do our courses meet externally and internally defined objectives?

Both the Bangalore and the Tanzanian projects are notable because their use of language tests as instruments allows for public scrutiny and criticism of criteria and the operationalisation of objectives they represent.

In the Institute for English Language Education at Lancaster I am responsible for the pre-sessional language and study skills courses we run for overseas university students, and we have evolved a rather extensive set of evaluation procedures for our courses. These involve an initial pencil and paper test

for the students, a questionnaire on their expectations and wants regarding the course and an interview with course tutors. During the course each tutor fills out an activity report on which he not only describes what he has done in class, but also provides an initial evaluation of its effectiveness. This is done for each lesson. Weekly planning meetings allow for more reflective feedback and discussion. The students fill out a mid-course questionnaire and have the opportunity to give feedback to their personal tutors in tutorials. At the end of the course they fill out an individual questionnaire, discuss their evaluations in groups without tutors present and then finally report to tutors in plenary what was felt about the course. Tutors make a written record of the discussion, fill out their own final evaluation questionnaire and then write a report on their own area of responsibility, and the materials they have used. In addition, students are given a further test of language and study skills, which enables us both to assess progress during the course and to make recommendations to sponsors and subject tutors about the need for and nature of follow-up help. Finally, ex-students are canvassed some six months after leaving the course for their opinion of its effectiveness in the light of their experience in their target study situations.

A great variety of information is gathered here by a variety of means. Some proves to be more useful than others: the activity reports tutors write prove to be very valuable for teachers wishing to repeat or modify the course in subsequent years. For immediate course steering the discussions in tutorials are most valuable, whilst the mid-course questionnaires allow us to spot widely felt areas of concern. The group discussions after students have had a chance to record their individual opinion provide a very rich source of information for future course design.

It is interesting to note that whilst our procedures do allow us to get a great variety of information about our course, they also present us with a real problem. The "opinions" and results are so diverse that it is almost impossible to quantify or indeed adequately report them, let alone to take decisions on the basis of the information gathered. Indeed we have not yet solved one of the more intractable problems of evaluation, namely: having gathered apparently reliable and publicly accountable data, what is one to do about it? As Murphy (1985) says:

> Without doubt the hardest part (of evaluation) is to develop our ability to interpret and act on the findings our evaluation produces.

However, the difficulty of making the judgements that evaluation requires does not absolve us from the responsibility of gathering believable, relevant and accountable information.

In conclusion, I wish to offer a few thoughts arising from my experience of evaluation as an evaluator and teacher, and as a reader of other people's evaluations.

Firstly, we need to be sensitive to and aware of the existence of different perspectives among the various participants involved in the project or course one is evaluating, be they administrators, designers, inspectors, teachers, students or the lay public, and we need to devise a variety of ways in order to collect and take account of these.

Secondly, there is a need in many evaluations for an increased involvement of the student, not only as a contributor of opinions and performance but also as an involved participant: for example in the design of the evaluation

procedures, in the interpretation of the resultant data, in drawing up recommendations and in evaluating the evaluation.

Thirdly, it is extremely important to monitor what is going on during a course - description being the first phase of evaluation. Thus self-monitoring by students, teachers and course designers (eg by recording their rationales for decisions as they develop a course) will be of central value in assessing the value or even development of a course.

Fourthly, evaluation must involve the participants: they should be interested in and closely connected with the search for signs of success or otherwise, in systematic and accountable ways.

Thus, fifthly, evaluation needs to be built into course design from the very outset, and needs to be sensitive to the ongoing necessary modification of plans as the project progresses. Moreover, evaluation needs to be conducted by insiders on a project, or outsiders working closely with the project team, in publicly accountable ways.

Sixthly, we need to recognise, as Rea (1983) says, "the evolutionary nature of an educational project" and the ensuing need to observe and describe that evolution. This includes a recognition that evaluation procedures need to be flexible and responsive to changed circumstances.

Lastly, since "what constitutes success for one party may well be insignificant to the concerns of others, it is important to recognise contributions from a variety of contexts" (Rea, 1983). Since such contexts may have conflicting goals, it is important to take account of the fact that the content and method of evaluation will vary according to its audience and its purpose, and, if I may follow the time-honoured custom of quoting myself as if I were an authority, "what we need is not Evaluation by Standardized Procedures but Evaluation for Specific Purposes" (Alderson 1979).

10.0 EXAMINATIONS

A report of a session led by Dr Charles Alderson
Institute for English Language Education, University of Lancaster.

A summary of the main points raised by Dr Alderson is as laid out below. We have adopted a layout which we feel matched the presentation.

Point 1. **Evaluation** falls into two areas

a. **Formative**	b. **Summative**
Fashionable, less rigorous than summative.	Typically examinations. Always important to - students - teachers

Point 2. **Tests and Examinations**

Are not distinguished for the purpose of this presentation. They are located before and/or at the end of a course of study, and essentially make pass/fail distinctions. They are viewed as important as they are a public certification of success for student, teacher and sponsor/employer. However, the ELT profession views testing and examinations as negative processes: 'test is a four letter word'.

Point 3. **Why is there this negative view of testing?**

a. Because there are apparently a lot of bad tests around.

b. Teachers complain of the negative influence of tests on their teaching. The objectives and contents of tests do not match the objectives and content of the teaching.

c. Tests are not always negative per se, but they are often **seen** to be negative in the effect they have on students. To provide good tests is a matter of constructing suitable tests which provide a positive backwash.

Point 4. **Why do we have bad tests?**

a. Testers may be unprofessional: a poor producer gives a poor product. Their view of language may be too limited, too concerned with quantitative, mathematical models.

b. In ELT few people in Applied Linguistics have worked on the practical aspects of testing. Nobody is interested, and the area is viewed with distaste.

This results in a knock-on effect if these people lecture on eg MA Courses in ELT as this affects their students who subsequently are involved in aid projects. It is in this last area that a serious lack of testing expertise becomes apparent.

Solutions suggested

i. broaden views of testers
ii. broaden views of Applied Linguists

Point 5. **Innovation**

a. Conventional views of how innovation and change might be achieved.

i. **Concentration on changing materials** (especially ESP) Development of textbooks, including development of needs analysis.

ii. **Teacher Solution** concentrating on improving teacher training as teachers felt not to be very good - answer is to equip them better.

iii. Better solution to fuse i. and ii. by training teachers to use new materials.

b. **A testing approach**

Tests have influence, learners are motivated by them, and this should be taken into account and harnessed to encourage innovation and change. One example is the Modern Language Teaching development in the UK which has used a testing approach to innovation and has begun a complete reform from 'bottom up' (The GOML projects, see section 4.0).

This whole programme has been shown to have a positively motivating effect on learners and teachers.

Materials were not available so they were produced by teachers to meet the demands of the graded tests.

Point 6. **Supposed divorce of tests from teaching** lies not with the tests but with the theories about what the tests are supposed to measure.

a. If you can teach something rather than have learners learn something, then what you teach must be testable.

b. Teaching and learning require the same degree of explicitness as testing.

c. If communicative language learning is possible, so is communicative language testing. If it is not possible to do this then our theories are inadequate, as they do not lead to operational abilities.

Point 7. **Summative tests** (end of course)

a. Represent a definition of what you want the learners to achieve. If they do not we should not use them. We have a professional obligation to state our objectives.

b. If we do not wish to use a test we must propose alternatives. We still have to have objectives - we must state what they are and **how** they are enshrined in the proposed alternative.

c. Getting teachers to talk about tests is a good way of getting them to talk about their objectives in a definable, concrete manner.

d. Learners are also affected by tests; they are interested in the dialogue **about** the tests. Tests which are attainable have positive effects: difficult tests have a negative effect - a fact well illustrated by the GOML experience.

e. We must encourage a positive attitude to exams as attainable points not hurdles.

Point 8. Conclusion.

a. Tests are devices for eliciting relevant behaviour (which then becomes describable) and some procedure for judging that behaviour (implies criteria for adequacy and acceptability).

b. Tests are a procedure to elicit and describe, then compare and judge.

Discussion

The main areas of discussion arising from the presentation were:

a. Problem of projects having a separate 'testing expert'. The need for integrating testing, materials design and teacher training.

b. The jargon putting people off. Especially the pseudo-mathematical approach taken by some 'testers'.

c. The problem of the misuse of testing, for example, of authorities only interested in 'numbers'.

d. The negative effect in some instances of large international exams like TOEFL and the Michigan tests. It **may** be possible to **force** a change (eg China).

e. Problem of exam system seemingly remote and inviolable. Reasons can always be found for not changing: exam boards appear unapproachable - this **can** be challenged and changed (eg GOML).

f. Testing does not equal numbers.

g. Practical problems eg Ministry of Education withdrawing oral testing by teachers in Morocco.

Final Comment.

Testing is too important to be left to testers.

11.0 EDUCATIONAL TECHNOLOGY AND CURRICULUM RENEWAL

Martin Phillips
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In the following paper I shall take a broad view of what is meant by curriculum renewal to encompass a wide range of areas in which changes in current practice are possible. I shall take a relatively narrow view of educational technology and focus mainly on the newest technologies as having the most potential for effecting far-reaching changes, particularly computers. Within this perspective I want to explore the nature of the issues involved and raise some questions. I believe that when we consider the part that educational technology may have to play in curriculum renewal, there are the seeds of an important debate, a debate which is usually assumed as settled. All I can do in the following lines is to try to stimulate that debate.

The computer is the most sophisticated technology yet to become available to the teacher. It is useful to consider just how it is different from earlier 'sophisticated technology'. An example of the latter which is often compared to the computer is the language laboratory: a notable disappointment for most teachers. The language lab was always a specialised piece of technology restricted to educational institutions. Apart from this relative inaccessibility, the type of learning offered by the language lab was also limited. Based on behaviourist psychology and programmed learning the learning experiences offered by the language lab were both inflexible and uninspiring. In contrast the computer is both more generally accepted (beyond learning institutions) and more versatile. It has the capacity to store and manipulate large amounts of information, and it can respond to instructions and demands in a very short time, in human terms virtually immediately. These features make the computer an invaluable resource for generating personalised learning experiences.

These possibilities are, however, not neutral: the computer is not, as many seem to think it is, an impartial 'delivery system', simply a medium which does not affect the message. The new technology has profound implications for our activity. It brings into question quite fundamental notions such as the nature of the curriculum, the concept of the classroom itself, the locus of control over the learning process as well as the status of materials, the nature of methodology, the role of the teacher, and of teacher training. Let us briefly look at the sort of issues involved - we will not have time to explore any of them in any detail.

Curriculum: An example is the Logo programme language which allows children to relate geometrical concepts to their own experience. This amounts to the definition of a new kind of geometry, procedural or experiential geometry rather than demonstrative geometry (Seymour Papert, Mindstorms: Children, computers and powerful ideas, Harvester Press, 1980). Thus the nature of the task has changed and with it our standards of evaluation.

Question: Is there any reason to suppose that the new technology could not have the same impact on the definition of the language curriculum? Is this what is needed to give muscle to the notion of procedural syllabus? (See Prabhu, 1983.)

The concept of the classroom: The technology offers the prospect of the distributed classroom - micro bulletin boards, telephone teaching.

Question: With the prospect of direct student to student communications unmediated by the teacher (perish the thought!), who then decides whether performance criteria have been achieved?

This raises the next issue:

Locus of control over the learning process: One of the conventional justifications trotted out for the computer is the justification for any self-access approach: learner-centred, self-pacing. The proportion of teacher-led to learner-controlled activity can change. More importantly it offers choice - if a student doesn't like one computer assisted language learning (CALL) program, (s)he calls up another instantaneously, programs can be sensitive to level and, in the future, self-adjusting in real time in response to what they 'learn' about the student. Students have a tool which allows them to assume mastery of their own learning experience.

Question: Is this a liberation or a new tyranny brought about by a twentieth century 'trahison des clercs', the abandonment to a machine of functions that should be performed by people, teachers?

Status of materials: Hitherto, video has been passive, nothing the student said or did could influence in a deep sense the linear progression of the tape. This is even truer of print materials of course. Now, as I have just suggested, they can be self-modifying to accommodate themselves to the requirements of the individual student. In a sense, this is already with us, this is what is meant by interactivity.

Questions: What are the implications of having materials that can 'bite back', as it were? Is it desirable that more of the management of learning be embodied in the materials themselves rather than in the way they are exploited?

Nature of methodology: New technologies often bring about changes in the methodologies of the subjects the teaching of which they are designed to facilitate. For example, the introduction of video in ELT applications has stimulated completely novel teaching techniques. The changes are not necessarily for the good. One of the criticisms I would raise against most of the current generation of CALL materials is that they are methodologically retrograde.

Question: Can we be sure that the introduction of a new technology necessarily leads to positive benefits in terms of its impact on methodology?

Role of teacher: If more of the management of learning can be embodied in the materials themselves, how does this affect the role of the teacher? Given the arguable advantages of the new technology for individualising learning, does this mean that it will replace the teacher as some claim and seem to be happy to envisage? I do not believe this either is or should be the case. The more interesting CALL programs, for example, are those that generate a task which involves inter- and intra-group negotiation for its solution. It seems to me that helping to ensure that relevant learning takes place in the course of responding to, say, a computer managed simulation demands skills of a very high order at least commensurate with anything required by the more sophisticated techniques in communicative language teaching.

Question: What might the nature be of the new equilibrium that will be brought about by the new technology in the delicate balance among students, materials and the teacher?

Teacher training: All the above considerations have implications for teacher training programmes which are themselves in a reflexive relationship to the curriculum. Through familiarisation with new educational technologies, teachers develop their perceptions of their role.

Whether the new educational technologies merely reinforce current practice or, what would be even more sterile, fossilise outmoded methodologies, or in contrast offer fruitful opportunities for curriculum renewal depends in part on our willingness to identify and face issues of the sort I have just outlined, in part on technical advances and in part on theoretical progress. These are not separate problems. To exploit fully the potential of the new technology for language learning, a number of currently distinct applications need to be integrated and the man-machine interface has to become considerably more sophisticated than it is at present. Linguistic databases containing lexical and syntactic information, word processing functions, natural language parsing, knowledge based systems, speech synthesis and, ultimately speech recognition, need to be integrated with pedagogic programs and testing routines if the use of interactive technologies in language learning is to transcend its present trivial level of development. At the same time, we should beware of claiming for computer assisted language learning more than we know about language or learning. Our theories of both are not yet adequate to have really powerful, and more importantly, trustworthy technologies based on them. It is crucial, then, that we do not lose sight of the 'assisted' in computer assisted language learning.

What relevance does this have to, say, the teacher working in the African bush? All this talk of advanced technologies and the problems they raise hardly affects that working environment. But I would claim it does and in two ways, one relatively short-term and superficial, one longer-term and fundamental. In the short-term we shall all have to get to grips with the new technologies. I have heard of plans by one of the major British manufacturers of home computers to produce a self-assembly version of its most popular model which will run off a 12 volt car battery. It will soon not be possible to ignore the threat and the potential. This makes it all the more urgent to face up to the issues. To return to the analogy with the language lab, I believe the questions raised by the new technologies are far subtler and the temptations more seductive than they ever were with the language lab. So the deeper relevance is that it behoves us to consider our position, to prepare ourselves for the impact of the new technology and to absorb its implications for curriculum change so that we can channel its force in appropriate directions. Otherwise most of the developing world and a large part of the developed world too risks being littered, firstly with the hardware wreckage of ill-conceived CALL and half-baked interactive video and secondly with the aftermath of the curriculum changes that they have brought in their wake. I shall leave you with a final question:

> **What sort of learning environments do we want to create with the new technology?**

There is an even deeper reason why this question demands urgent consideration. This is because it is not merely a technical question, that is a matter of technique, nor yet a political question concerned with ensuring that appropriate technologies are used where they are needed rather than where manufacturers would like to sell them, but ultimately an ethical question. We have to be clear about the nature of the curriculum renewal we want to bring about by the use of educational technology because the answer we give reveals our views of man and of what it is proper for man to delegate to machines.

PART TWO

12.0 THE ORGANISATION AND STRUCTURE OF THE SEMINAR

Seminar preparation

The originators of the six design tasks were asked to prepare a one page document giving a brief description of the background to the task and stating the task itself. Examples of these documents can be seen in sections 17.1 and 18.1 below. There were six tasks in all, four based on KELT projects (in Egypt, Somalia, Sri Lanka and the Yemen AR) and two based on DTEO projects (in Cairo and Madrid). These six documents were circulated to all participants well before the seminar to provide them with the information on which to base their choice of design task. The CSDT groups were drawn up before the seminar on the basis of the participants' choices.

In addition to the above documents a pre-seminar questionnaire (prepared by Dick Allwright) was distributed to participants with the request that they return it before the seminar. The answers to a number of the questions were collated and used as data in some of the sessions in the seminar. A copy of the questionnaire and the collated answers can be found in Appendix B.

A small amount of reading material was also provided as preparation for the theme of the seminar. This consisted of the article by Eisner and Vallance (summarised in Appendix A), and six statements made by contributors to the TESOL Symposium on Syllabus/Curriculum Design held in Toronto in 1983. The contributors were J P B Allen, Mike Breen, Chris Brumfit, Chris Candlin, Henry Widdowson and Janice Yalden. These statements have not been reproduced in this report as they have now been superseded by full length articles published in ELT Documents 118 (see bibliography for details). I would like to record here our thanks to the above contributors for their kind permission to use their original statements in this seminar.

The Seminar

Apart from the above preparatory reading, at the seminar itself additional readings and a large selection of ELT books, both teaching materials and theoretical source books, were available for reference and inspection.

To supplement the introduction to the task mentioned above, additional background materials on the case study were brought along to the seminar by the case study originators (for examples see sections 17.2 and 18.2). These materials, together with briefings provided by the originator (who, however, was not a member of the group working on the task he/she had provided) provided a very comprehensive picture of the background to the case study. This is perhaps an appropriate place to mention our thanks to the case study originators for the time and effort they put into preparing the CSDTs and background materials. The six originators were: Rob Batstone, Alan Evison, Harry Hawkes, Guy Hill, Gerald Mosback and Bob Straker-Cook.

With regard to the day-to-day running of the seminar, the timetable is self-explanatory and the documents below give an idea of the participants' activity. It should be mentioned, however, that the planners gave considerable thought to the timing of the guest speaker contributions. They were timetabled to provide information or discussion on relevant issues when it seemed most useful and appropriate in terms of the activities the participants were involved in.

The evenings were filled with activities and presentations of a more informal nature and less central to the theme of the seminar.

The Report

Unfortunately the amount of space available in this report is limited, which means that it is not possible to include the designs produced by all the CSDT groups. Two designs are presented in full (sections 17 and 18 below) to represent the sort of work which went on in the seminar. One of the designs is based on a KELT project and the other on a DTEO project. In fact, two groups worked on the DTEO task reported here, so for reasons of contrast and interest the design of the second group is included in Appendix C. The designs of the other three groups (ie those based on the Egypt, Somalia and Madrid CSDTs) can be obtained from English Language Services Department (see Page 2 for address) on request.

13.0 WHAT DO WE MEAN BY 'CURRICULUM' AND 'SYLLABUS'?

Group Tasks

A. Which of Eisner and Vallance's five conceptions of the curriculum do you find most appropriate for English language teaching?

1. The development of cognitive processes.
2. Curriculum as technology.
3. Curriculum for self-actualisation and consummatory experiences.
4. Curriculum for social reconstruction.
5. Academic rationalism.

B. Which of the five do you find most appropriate to characterise the situations you work in?

NB: Please prepare a wall display to set out your responses to the above tasks.

Report of Group Discussions

Almost immediately the session divided into six groups to discuss Eisner and Vallance's article 'Five Conceptions of Curriculum: Their Roots and Implications for Curriculum Planning' (see Appendix A for summary). The questions considered by each group are given above in the section titled Group Tasks.

Most groups thought that there was considerable overlap between some of Eisner and Vallance's five conceptions. Group 2 felt this overlap could lead to false distinctions being made. Group 5 stressed that the question of which conceptions were most appropriate for ELT depended very much on one's definition of ELT; for instance different conceptions would probably be appropriate to ESL as opposed to EFL situations.

All groups found it impossible to choose only one conception or model which was appropriate to their own teaching situations. Group 5 found "various elements in each model to be relevant". Group 4 thought that ideally ELT should be characterised by the first, third and fourth conceptions; in practice however teaching situations are more likely to be characterised by the second, fourth and fifth conceptions. Group 2 found that the fourth and fifth conceptions were not at all appropriate to ELT. Group 5 was unwilling to commit itself to any of the conceptions, deciding that the choice would depend on:

a. the aims of the teaching (the learners' purpose)

b. the learners' expectations on the basis of their cultural background (the educational tradition)

c. political constraints and those of controlling bodies.

14.0 WHAT GETS IN THE WAY?

This session was predominantly used for group discussion of the replies to the pre-seminar questionnaire. Discussion focused on the constraints mentioned in answer to the question "What sorts of things, if any, make it difficult for your involvement in curriculum and/or syllabus development to be as effective as you would like it to be?" (See Appendix B2 for the replies.)

These replies were to be read in conjunction with a chart delineating the phases of design chronologically. The chart is reproduced in 14.1.

Groups were then asked to discuss the Agencies and Resources (sub-divided into Human and Material) which might be relevant constraints at the various stages. Dick Allwright pointed out that the relationship between the Human Resources of Power, Expertise and Responsibility was not always a very close one. He also suggested that the discussion could be directly relevant to the case studies to be discussed on the following day.

There was only about 30 minutes available for group discussion and so most groups did not manage to proceed through many of the phases represented on the chart.

There was, however, some uniformity in responses to item one, for example, which may be a little surprising considering the diverse inputs.

Agencies were loosely categorised as including Ministries of Education, The British Council, host Governments, teachers/colleagues etc (surprisingly not publishers, as Dick later commented).

Resource constraints included Directors of Studies, on the spot experts, Ministry officials. The material resource constraints thrown up were largely related to the lack of time and receptiveness to change. There was no direct follow up session on the topic, but group charts were displayed for later consultation - possibly to be reviewed in the light of case study experiences.

14.1 **Chart of phases in the design and implementation process**

PHASES	AGENCIES	RESOURCES	
		HUMAN POWER/EXPERTISE/ RESPONSIBILITY	MATERIAL
1. Reaching a decision on what curriculum-type would be appropriate.			
2. Designing the curriculum.			
3. Getting the design accepted.			
4. Getting the design implemented.			
5. Getting the implementation monitored.			
6. Getting the implementation evaluated.			
7. Getting the appropriate changes made.			

15.0 CURRICULUM AND SYLLABUS DESIGN: WHAT ARE THE KEY QUESTIONS?

15.1 Participants were invited to consider in their case study groups the key questions in curriculum and syllabus design.

Group discussions were guided by the following task sheet instructions:

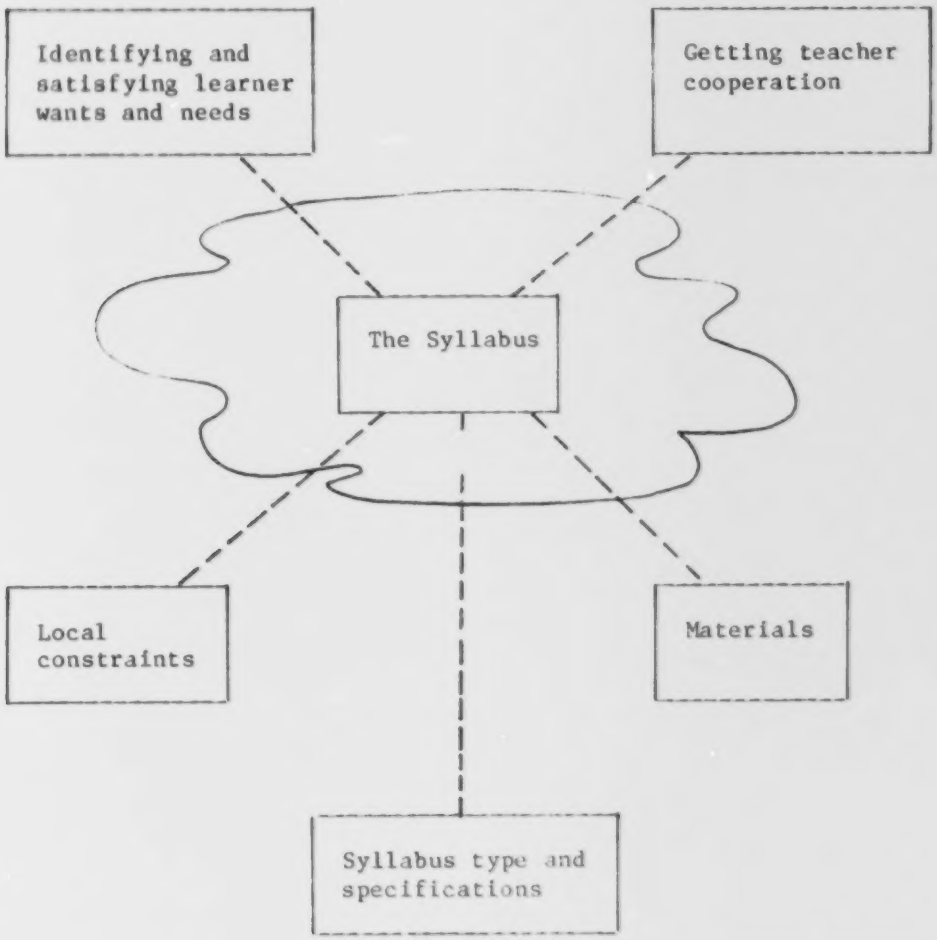
a. Study the list of responses to Question 4 (see Appendix B3 for the list) of the pre-seminar questions.

b. Group these responses with a view to agreeing on a shortlist of five, as the major issues in curriculum and/or syllabus development.

c. Prioritise your shortlist.

15.2 Group findings were as follows: (Note: most groups restated in their own words what they felt to be the key questions. Not all the findings were listed in order of priority.)

Group 1



Group 2

1. Implementation of syllabus:

   a. acceptance by authority
   b. methods

2. Relevance to local situation and student needs

3. Attitudes of students, teachers and administrators to innovation

4. Prescriptive syllabus

5. Core syllabus and flexibility

Group 3

1. The syllabus/learning relationship (how far does the former direct the latter?)

2. Making a syllabus more than an inventory of discrete items and the role of a needs analysis in drawing up a satisfactory syllabus

3. The need to arouse interest in syllabus development among both teachers and students

4. How far does methodology influence syllabus development?

5. Stenhouse's ideas on a process and research model

Group 4

1. How does the content of the syllabus reflect current thinking about learning?

2. Is it appropriate to the local environment, ie cultural and educational expectations?

3. Are the teachers willing and able to implement the programme?

4. Staff, materials, time, methods, finance: Optimal Resource Management

5. Evaluation procedures

Group 5

1. What should be included in a syllabus?

   - Methodology
   - Language content
   - Constraints
   - Resources
   - Statement of aims and objectives

2. What to monitor and evaluate and how?

3. The relationship between testing and syllabus design

4. The mismatch between syllabus and learning

5. The role of needs analysis

Group 6

1. Reconciliation of syllabus with constraints of educational environment

2. Reflection of individual needs

3. Relationship of syllabus to language learning process

4. Selection, content - weighting

5. Evaluation

15.3 At a concluding plenary session it was noted that:

a. There had been a high degree of agreement both within and between groups, as to the nature of the key questions.

b. The exercise had been usefully 'mind-expanding' in encouraging participants to think outside their individual local situations.

15.4 Extrapolation of the findings of all six groups reveals the following to be the areas most commonly identified as important. All were listed by at least half the groups in one form or another:

1. Learner needs and wants

2. Teacher cooperation - in design and especially implementation

3. Local constraints

4. The role of methodology

5. The syllabus/learning relationship

6. What to include in a syllabus - and, perhaps, what should it look like?

7. Evaluation - what and how?

16.0 CASE STUDY DESIGN TASKS: INSTRUCTIONS AND NOTES FOR SESSION ONE

16.1 Before you attack the case study task itself, we suggest you appoint someone as a 'progress chaser' for the rest of the week.

16.2 We also suggest you find someone to act as a 'process diarist' throughout the week. That person should keep a record of the issues discussed, the various stages the group goes through, the working arrangements adopted, and so on, with a view to reporting back briefly on these matters as a major contribution to the interim evaluation session on Saturday morning.

16.3 Once you have these two appointees settled, discuss the case study material already available to you in order to decide whether or not to adopt the task set (or one of the tasks set), or to design yourselves a new task.

16.4 Decide what additional information you need, if any, from the case study originator, and plan to have all your first questions ready for 10.00, when the originator will visit your group for just half an hour. Thereafter, you are asked to restrict your demands on this person to one 'go' per case study session, and to have your 'go' by sending a well briefed emissary to consult the originator. This restriction is necessary to ensure that the case study originators are not taken away from their groups for any longer than is absolutely necessary.

16.5 Having consulted, now finalise the task you will tackle.

16.6 Plan the work of the group in terms of:

a. an agreed division of labour;

b. an agreed, if provisional, timetable for your work, to ensure that you will have the basic task completed by 10.30 Saturday (see note below).

16.7 Prepare a brief statement, to be ready by 12.30 today, Wednesday, documenting all the decisions you have taken under 16.1 to 16.6 above. Please pass it on to Dick Allwright before lunch.

Notes:

a. In finally determining your group task, don't forget the discussions of Tuesday, which might have given you some priority issues to work on.

b. Material prepared by the groups should preferably be typed (machines are available), graphic material should be photocopier ready. Some professional typing capacity will be available, but hardly enough to cope with everything.

17.0 CASE STUDY ONE: UNIVERSITY OF SANA'A LANGUAGE CENTRE, YEMEN ARAB REPUBLIC

Originator: Alan Evison

17.1 Introduction and Task

The University of Sana'a was established in 1970 with financial assistance from Kuwait. It has rapidly expanded to its present size of approximately 7,000 full-time students and it continues to grow. Most of the teaching staff are Egyptians whose salaries are paid by Kuwait. The Language Centre was formed in March 1983 with assistance from the British Council. It is an autonomous institution within the university intended to service the language needs (English, Arabic and French) of all the faculties: Science, Arts, Education, Law, Commerce, and the newly-formed Faculties of Medicine, Engineering and Agriculture. Among the high priority areas of the English Language Unit are the language and methodology courses for English specialists in the Faculty of Education. The English Language Unit has a Head and 16 teaching staff, 7 of whom are non-native speakers (including 2 PhDs). The Unit is responsible for teaching about 2,000 students mostly in their 1st and 2nd years. All English language courses are compulsory and part of the credit system of assessment.

The Case Study

The case study will focus on the ELCS (English Language Communication Skills) courses for 1st and 2nd year students in the Faculty of Science, for which the following facts are salient:

MAJOR GROUPINGS	1ST YEAR			2ND YEAR		
	Nos	Hours per week	Total hours (year)	Nos	Hours per week	Total hours (year)
Science (inc 20 Engineering) - Sept intake	120	6	132	115	4	88
Science - Feb intake	50	6	132	-	-	-
Science Education	130	6	88	51*	4	88

Medium of instruction: English (officially; in practice, a lot of Arabic used)

Previous exposure to English: 6 years in school (Arabic medium)

Level on arrival: false beginner (sic) - with some wide variations

Notes:

1. Science Education students do not need English for their studies, nor will they use it as teachers. The 2nd year course (*) will not be run next year.

2. The Science Faculty is likely to substitute a General Science course for its present subject-specialised 1st year courses. This new course would probably be given to 1st year Medicine and Engineering students as well.

3. The Language Centre runs a 2-week intensive course for new Science students in September. In the future it may also run summer courses in July and August.

There are considerable economic constraints on the operations of the Language Centre (Yemen is currently on an 'austerity budget'): these and the relatively high teaching loads limit the amount of time and resources that can be devoted to developmental work. Courses are based firmly on existing published textbooks (with the exception of the Intensive Science Course) and are supplemented with domestically-produced and other adapted materials. The Language Centre as yet possesses few teaching aids other than portable tape recorders (although a video and some OHPs have just arrived) and books and paper are supplied by the University.

Class sizes in the Science Faculty are around 25 and students are on the whole keen to learn.

Task

Design a course, and produce sample materials (or units) for one of the following:

1. The General Science course referred to in Note 2 above.

2. 1st (and/or 2nd) year science students.

3. The 2 week intensive course for new science students.

17.2 Background Information

Yemen

The Yemen Arab Republic is a country of 6 million people. The capital, Sana'a, has a population of about 500,000 and lies at an altitude of 7,500 feet.

The economy of Yemen is largely agricultural with very few goods produced for export. Textiles and salt are the most important industries. The GNP is among the ten lowest in the world. However, two external factors affect the economic situation considerably. Firstly, Yemen is the recipient of substantial quantities of foreign aid both from neighbouring Arab countries (especially Saudi Arabia and Kuwait) and from the industrialised countries of the East and West. Indeed, the University of Sana'a operates for the most part on Kuwaiti funds. Secondly, the million or so Yemenis who work in the Gulf countries and in the West remit very large sums in foreign currency to their families at home.

Recently, however, the decline in the oil market has reduced the amount of aid coming from the Arab countries, and this has had a direct effect on the University.

Education

Until the mid 1960s education in the Yemen was confined to Islamic studies. Since the 1962 revolution, when the ruling Imamate was replaced by a military republic, there has been a free and compulsory education system, funded largely by Arab aid and staffed in the main by Egyptian teachers. English is studied for 6 years in school and since 1980 a textbook and in-service teacher-training project ('English for Yemen'), run by the British Council under the KELT scheme, has been raising the standard of English in the schools. The University should be benefiting from the results of this in two years' time.

The University was founded in 1970 and is the only university in the YAR. It is independent, answerable only to a Council, the Chairman of which is the Minister of Education.

There are five faculties operating (Science, Arts, Education, Law and Commerce) on two campuses. The new Faculties of Medicine, Engineering and Agriculture will start teaching next year. This year future Medicine and Engineering students have been attending courses in the Faculty of Science.

Students

There are approximately 7,000 full-time students at the University and several thousand part-time students, many of whom only attend examinations. After leaving school, men have to do a year's military service. Furthermore, many of the men have jobs throughout their university careers (eg driving taxis or working in the commercial sector) and do not devote much time to study outside the classroom.

Classes are mixed, with approximately 50% men and women. Many women wear the veil in class. Ages range from 18 to 30 and over. Most students come from middle- to lower middle-class homes, some from the towns and some from outlying villages. About 90% of the students are Yemenis, with others coming from Egypt, Palestine, Sudan, Ethiopia and Somalia.

EXCERPT A
AN OUTLINE PROJECT DESIGN DOCUMENT FOR THE TEACHING OF ENGLISH LANGUAGE COMMUNICATION SKILLS (ELCS) IN THE UNIVERSITY OF SANA'A
ALAN MOUNTFORD (JUNE 1982)

PART 1: PROFESSIONAL

A.1 Aim

To improve ELCS instruction to all Faculties of the University by upgrading and modernising syllabi, materials and instructional methods, and thereby increase the level of student achievement to levels indicated for different groups on a general communicative assessment scale.

A.2 Objectives

2.1 Overall objective: to establish within the University of Sana'a a new institution known as the Language Centre having the following characteristics:

2.1.1 role:

it should provide ELCS instruction to all Faculties of the University, but with particular reference to the needs of the Faculties of Medicine (and Engineering, when it is opened), Education and Science.

2.1.2 status:

it should be an autonomous institution ie not tied to any existing Faculty or Department in the University;

it should be a service to the University as a whole, including any outside institutions the University may contract to provide training for;

it should be accountable in line-management to the Vice-Rector of the University, but operationally subject to a steering committee of Deans of Faculties which the Language Centre serves

2.2 The project to establish the Language Centre should therefore have the following implementational objectives:

2.2.1 to select a suitable building on the University campus as a resource base and teaching centre for ELCS instruction;

2.2.2 to equip the Language Centre to a high standard in terms of educational aids (audio-visual, reprographic, instructional, including books and materials) favourably comparable with the best in the Middle East;

2.2.3 to recruit staff for the Language Centre having experience and qualifications in the following fields of specialism:

ELCS course design
ELCS materials production
teacher training and methodology
ELCS evaluation and assessment methods
self-instructional materials for ELCS

2.2.4 to appoint a Yemeni Administrative Director of the Language Centre and a Director of Programmes who will have appropriate managerial, administrative and professional experience in running ELCS institutions;

2.2.5 to design a wide range of instructional programmes for the Faculties the Language Centre serves that are relevant to different groups of students according to their communication needs;

2.2.6 to provide a high standard of teaching to such groups of students based on up-to-date materials and teaching methods;

2.2.7 to train Yemeni Study Skills Assistants in ELCS methods, within the Language Centre, prior to training overseas, who would then in future years become the core teaching and senior staff of the Centre.

A.3 Terms of Reference

The Language Centre should have the following terms of reference in terms of the programmes it can offer to the University.

3.1 To provide communication skills training to students in each of the Faculties of the University on a service basis, to the extent of the identified needs of each Faculty, up to the competence levels on a general assessment scale, as agreed.

3.2 To provide, in particular, language training and English Language teaching methodology to the Faculty of Education English specialist students (the future Yemeni teachers of English at the preparatory and secondary levels in the schools).

3.3 To provide special courses of ELCS instruction for particular important groups of students in the University, as identified by the University eg demonstrators in various departments, students going overseas for postgraduate studies, etc.

3.4 To provide ELCS courses to any outside institution that the University may contract to provide training for eg health laboratory technicians, Yemenis, on what could be considered a revenue earning basis.

3.5 To develop a research capability into ELCS communication needs, develop diagnostic testing and assessment instruments, liaise with departments on the communicative structuring of pedagogic material etc.

A.4 ELCS Needs in the University

A fuller specification of ELCS needs is to be found in the report which accompanies this project design document. For the purpose of this document it is important to recognise the principle of prioritising needs in view of the fact that resources (human and physical, temporal and spatial) are finite. The key criteria for prioritising needs for ELCS by different Faculties are:

- the role of English in relation to access to information that should form part of the courses different departments within the University run ie as a reading language;

- the role of English in relation to the instructional processes different departments make use of ie whether English is partly, or wholly, a medium of instruction in lectures, seminars or tutorials.

Of these two criteria the second implies a need for greater competence in English on the part of students, and therefore a greater deployment of resources to achieve that competence ie longer or more intensive courses of instruction. Accordingly, we may prioritise needs as follows:

4.1 High priority needs

- Faculties of Medicine and Engineering, where English is envisaged to be a medium of instruction;

- Faculty of Education, English specialists, for whom English is their 'subject';

- Faculty of Science, where English is a part medium of instruction together with Arabic, but, above all, a means of access to information, as the international Language of Science, contained in books and journals;

- demonstrators within the University and postgraduate students going overseas for further study.

4.2 Medium priority needs:

Communication needs in this category have mainly to do with the role of English as providing access to information.

- Faculty of Commerce: Accountancy and Business Administration
- Faculty of Arts: Geography, History, Sociology and Philosophy
- Faculty of Education: Science majors, Arts majors.

4.3 Low priority needs:

This would include Faculties/Departments where English has only a minor role as an 'access' language.

- Faculty of Sharia and Law
- Faculty of Commerce: Economics and Statistics
- Faculty of Arts: Arabic, Islamic studies.

Such an analysis - and it is subject to change and variation - merely acknowledges where English has a greater or lesser role, and therefore some indication of how the resources of a Language Centre should be deployed, and the types of programme designed. Such implications are taken up in Section 7 below.

A.5 Project time scales

We should consider the project to establish and implement a language Centre as time-constrained in terms of overall duration and phases.

5.1 Length of project: 5 years

5.2.1 Phases of project: 1982-83. This phase consists of two sub-phases:

a. feasibility and design during which problems are defined and analysed and solutions developed (see Report);

b. initial-implementation phase (June 1982-June 1983) during which objectives 2.2.1 to 2.2.4 will be implemented, and 2.2.5 to 2.2.7 will be embarked on.

5.2.2 Development phase: This will last from June 1983 to June 1985 during which, on the basis of a settled structure, a fully equipped and staffed Language Centre will meet objectives 2.2.5 to 2.2.7 in accordance with the terms of reference set for the Centre's programmes of instruction (3.1 to 3.5). This is the core implementation phase.

5.2.3 Maintenance phase: This will last from June 1985 to June 1987, when programmes of instruction developed during the previous two phases will achieve a settled state, and the achievement of the project can be evaluated from a summative viewpoint.

5.3 In as much as new objectives are set for the project eg the opening of the Faculties of Engineering and Agriculture during the life-span of the project, it may be necessary to extend the lengh of the project. This will be subject to on-going negotiation with the University. But for each new set of objectives assigned to the Project, the three phases above should be passed through.

5.4 In addition, it is recognised that the University is a dynamic, evolving institution, and that therefore staffing levels fixed for the project in its initial establishment phase will be subject to on-going revision, as the Language Centre should reflect the growth and development of the University and its consequent demands for ELCS training.

A.6 Project Staff Structure

The project will have the following staffing structure reflecting the needs of a Language Centre for particular kinds of expertise.

6.1 Directorate: consisting of a Yemeni Administrative Director and a Director of Programmes who will establish policy for the Language Centre in the light of the needs of the University as set by the Steering Committee of Deans, and the Vice-Rector.

6.2 Senior Developmental Staff: who will be given the responsiblity of developing courses and materials in accordance with the terms of reference set out for the Language Centre.

6.3 Teaching Staff: who will be concerned with implementing on a day to day basis course of instruction of various kinds. These will include Study Skills Specialists, Study Skills Instructors and Study Skills Assistance.

6.4 Administrative and technical staff: who will assist 6.1 to 6.3, consisting of project administrative assistant, secretary/typist, technical assistant.

6.5 Consultants: who would be assigned the role from time to time of monitoring the progress of the project. Such consultants can be drawn from British Council headquarters in London and/or from a British University which is familiar with the problems of running such institutions, in Britain and overseas.

Mountford suggests bands four and five on the following scale as target levels for the Science Faculty course.

GENERAL ASSESSMENT SCALE

Band

9	Expert user. Communicates with authority, accuracy and style. Completely at home in idiomatic and specialist English.
8	Very good user. Presentation of subject clear and logical with fair style and appreciation of attitudinal markers. Often approaching bi-lingual competence.
7	Good user. Would cope in most situations in an English-speaking environment. Occasional slips and restrictions of language will not impede communication.
6	Competent user. Although coping well with most situations he is likely to meet, is somewhat deficient in fluency and accuracy and will have occasional misunderstandings or significant errors.
5	Modest user. Although he manages in general to communicate, often uses inaccurate or inappropriate language.
4	Marginal user. Lacking in style, fluency and accuracy, is not easy to communicate with, accent and usage cause misunderstandings. Generally can get by without serious breakdowns.
3	Extremely limited user. Does not have a working knowledge of the language for day-to-day purposes, but better than an absolute beginner. Neither productive or receptive skills allow continuous communication.
2	Intermittent user. Performance well below level of a working day-to-day knowledge of the language. Communication occurs only sporadically.
1	Non-user. May not even recognize with certainty which language is being used.

Taken from B Carroll, 1980 **Testing Communicative Performance**, Pergamon (p 134).

EXCERPT B
FROM CONSULTANCY REPORT BY CLIVE HOLES (MAY 1983)
SANA'A UNIVERSITY LANGUAGE CENTRE

B.1 Director of Programmes should press for a reduction of contact hours in Faculties in which English language needs are "medium" or "low priority".

B.2 ODA should consider the possibility of supplementing the salaries of a small number of British staff recruited on fixed-term contracts for the period 1983-86 (in which case recruitment of such staff should be done by the British Council).

B.3 RLO 'A' should approach VSO about the possibility of recruiting a small number of graduate teaching VSOs for the LC, and if the response is positive, Representative Yemen should approach the Vice Rector with a proposition to supply such teachers to the LC.

B.4 The two KELT posts currently occupied by the textbook writers on the EFY project should be transferred to the LC in September 1984 and two teachers experienced in teacher-training should be recruited for these posts.

B.5 A counterpart training programme for 10 Yemeni graduates should be set up as soon as possible, involving pre-training orientation at the LC, 3 months of basic EFL teacher-training in the UK, and a programme of in-service training in the LC on return.

B.6 ODA should supply, under Tools of the Trade arrangements, a "consolidated" basic equipment kit to enable the Project team to do its work. This list should should be to the value of Tools of the Trade for 4 KELTs.

B.7 Representative Yemen and Director of Programmes should seek an early meeting with the Vice-Rector of the University in order to discuss equipping the LC to the standards specified in the Mountford Design Document.

B.8 Background

Following Alan Mountford's visit to Yemen in May 1982 and his report "An outline project design document for the teaching of English language communication skills (ELCS) in the University of Sana'a" the Sana'a University Language Centre (henceforth in this report "the LC") opened early in 1983. The reader is referred to Mountford's report for a succinct statement of the aims and objectives of the LC Project, time-scales, staffing structure, content of programmes, etc. The British Council and the University, in an exchange of letters which took place on the 19/20 May 1982, agreed that the Mountford report would form the basis for the future development of the LC.

The present complement of full-time British staff, consisting of 4 ODA-funded KELT officers, and 3 Study-Skill Specialists on British Council guaranteed contracts began work in the LC in February 1983. Ken Forster, one of the KELT team, had been working in the University for about 2 years before the LC opened. The team of Study-Skill Specialists will be complete with the arrival of Virginia Bunker from Kuwait in the autumn of this year.

There is a group of 8 non-native speaker staff. Most of them were transferred from the English Department when it hived off service English teaching to the newly created Language Centre.

The Head of the Language Centre is a Yemeni, Dr Mahmoud Daoud, who holds a Georgetown PhD in Theoretical Linguistics.

The LC has been promised permanent premises on the old campus of the University, where most of its teaching will continue to take place. At the moment, however, its offices are in the Law Faculty on the new campus - a cause of considerable inconvenience. The question of exactly when the premises earmarked for the LC will be vacated and converted for LC use was still unresolved at the time of my visit.

From this brief sketch it can be seen that the LC is still very much a new creation composed of somewhat disparate parts, lacking a permanent base, and still feeling its way towards a precise definition of its role. This is, of course, hardly surprising at this early stage in its evolution. The objective of this report is to recommend ways in which the teething troubles of the LC project can be overcome, and to suggest how the excellent start which has been made can be capitalised upon in the future.

One significant direction in which the LC will develop over the next few years is in the pre-service training of Yemeni school-teachers of English. As will have been apparent from the part of this report devoted to EFY, one of the main hopes for the maintenance of teaching standards in Yemeni schools after the departure of the KELT team is the creation of an influential cadre of Yemeni ELT professionals. This cadre will receive its pre-service training at the LC, and it is therefore important that close professional cooperation between the LC and the EFY Project is established during the final two years of the latter's ODA-funded lifetime.

B.9 Current activities

The teaching load of the LC at the time of my visit was 212 contact hours per week. 92 of the hours were split between British members of staff as follows:

Brian East (Director of Programmes)	4 hpw
Alan Evison (KELT)	12 hpw
Mike Friel (KELT)	13 hpw
Ken Forster (KELT)	16 hpw
Mark Roberts (Study-Skill Specialist)	17 hpw
Pam Fisher (Study-Skill Specialist)	15 hpw
Leslie Dunford (Study-Skill Specialist)	15 hpw
	92 hpw

The remaining 120 hours of teaching were divided between the 8 non-native speaker teachers, at an average load of 15 hpw per teacher.

Each KELT or SSS has tended, so far, to spend most of his/her contact hours in one particular faculty, and in addition to his/her teaching load, each has responsibility for a <u>functional</u> aspect of the LC's work (eg testing, course-design, teacher-training etc) and/or responsibility for <u>coordinating</u> the teaching in a particular faculty.

Several questions are immediately raised when the situation described above is compared with those parts of Mountford's design document which deal with teaching loads and "priority areas". Mountford was concerned that the LC

should devote most of its resources to "high priority" areas: that is, to faculties in which students were being trained as English language teachers and to faculties in which the medium of instruction is English, ie:

- the faculty of Education (already established)
- the Faculty of Science (already established)
- the Faculty of Medicine (to be opened in September 1984)
- the Faculty of Engineering (to be opened in September 1985)

Other Faculties - Commerce, Arts, Law - were to be regarded as "medium" or "low priority" and this was to be reflected in smaller numbers of contact hours and larger classes for these Faculties. The clear implication was that expensive KELT and SSS staff would devote most of their time to course-design, teaching etc in "high priority" Faculties.

In actual practice, there had to be a certain amount of compromise, for three reasons of a transient nature: there was an immediate need to establish the LC's credibility in the University as a whole; "medium" and "low priority" faculties were among the first to be established and hence to have students who needed teaching; there was a shortfall in locally-recruited Study Skill Assistants. The result has been that UK-recruited staff in general have had to spend a considerable amount of their time in "medium" or "low priority" Faculties, and KELTs in particular have had to accept heavier teaching loads than Mountford envisaged. In the circumstances, what happened was unavoidable - and even desirable, if senior developmental staff are to get a "feel" for student standards. Moreover, Brian East, as Director of Programmes has the initial task of proving the worth of the LC to each Faculty before he can, in their eyes, have any credibility as an adviser on Faculty requirements for English, and thereby reconcile their (in some cases excessive) demands to his (and Mountford's) conception of LC's priorities. If there is to be this reconciliation and readjustment, two things will be necessary: close constant, and diplomatic contacts with individual faculty Deans, and, above all else, the recruitment of good quality staff, capable of working with a minimum of supervision, at Study Skill Instructor and Study Skill Assistant level. I have no doubt that the evident professionalism and hard work of the UK-recruited staff will soon earn them the respect of the Deans of Faculty and will lead to the LC being turned to not as a "servant" but as an "adviser"; but there must be a question mark over the long-term ability of the LC to maintain reasonable standards <u>in general</u>, and to provide excellent teaching to "high priority" Faculties <u>in particular</u>, if the quality of staff at lower levels is not high. This is for two reasons:

B.9.1 Projected increases in student numbers over the next 3 years indicate that, even if KELT and SSSs devoted all of their time to "high priority" areas only, the proportion of "high priority" hours they would actually be teaching would gradually fall from about 50% in 1983/84 to 33% in 1985/86; ie two-thirds of "high priority" contact hours (not to mention <u>all</u> the rest) would, by 1985/86, be in the hands of teachers recruited directly by the Yemenis from whatever source.

B.9.2 In order to maintain reasonable standards <u>in general</u>, especially if the possibility outlined in B.9.1 above becomes a reality, there would inevitably have to be a certain amount of in-service teacher-training of expatriate Arab Study Skills Instructors. A regular programme of in-service training would further reduce the number of hours expensive UK-expertise could have at its disposal for "high priority" work - though

the size of this potential teacher-training problem would obviously depend on exactly what the quality of directly-recruited expatriate staff was.

This seems to me the main problem the Language Centre has to face: how to maintain a clear focus on priorities at the same time as ensuring reasonable general standards throughout the University as a whole. Reduction of contact hours in low priority Faculties is part of the solution, and I recommend that Brian East keeps this firmly in his sights; the development of self-access programmes which can be used with larger groups and/or in private study is another part of the long-term solution, which the project team is actively, and rightly beginning to pursue; but ultimately because the role of the directly-recruited teaching staff is bound to become bigger as the University expands, the most important part of the solution lies in sensible decisions on direct recruitment and a long-term plan of counterpart-training which produces good quality Yemeni staff. The crucial questions of recruitment and counterpart-training are dealt with below.

In general, I endorse the principles of course-design and pedagogic approach adopted so far by the LC team, and in particular their attempts to gather data about the use students actually make of English in English-medium faculties. The information gathered in this way should provide a focus for contact and constructive discussion between the LC and the Faculties, and assist the LC to develop credibility as an adviser to, rather than the servant of, the Faculty Deans.

EXCERPT C
FROM THE CONSULTANCY REPORT BY TONY O'BRIEN (MARCH 1984)

SUMMARY OF RECOMMENDATIONS

C.1 Two KELT posts should be transferred from the EFY Project to the University for pre-service training: Senior Teacher Trainer (HE3) and Teacher Trainer (HE4).

C.2 Representative should not become involved in recruitment, other than for replacements in existing SSS posts, and then only if the University accepts certain conditions and agrees to pay the recruitment fee.

C.3 Representative should identify funds to send as many new Yemeni Language Intructors as possible from Sana'a University Language Centre on a 3-month training course in the UK, and ask consultant ELSD to identify suitable courses.

C.4 The current post of Teacher Trainer in Sana'a University Language Centre should be redesignated Specialist in ESP Teacher Training and Course Design, with special responsibility for in-service training of Yemeni Language Instructors.

C.5 A consolidated 'Tools of the Trade' allocation should be made to the University KELTs to the value of at least £3,130.

ESP AT SANA'A UNIVERSITY LANGUAGE CENTRE

C.6 Current Position

C.6.1 The Language Centre has been an autonomous body within the University since March 1983 and it has clearly grown in influence among the Faculties. It has a Director, Dr Mahmoud Daoud, who is determined to make it a successful and respected Centre within the University, and

who has evolved a philosophy which is Yemeni rather than British. The Centre has responded well to the recent mushrooming demands made upon it as a service centre to the Faculties.

C.6.2 There are, perhaps inevitably, a number of problem areas where there is conflict with the original design concept (cf Alan Mountford's Design Document, June 1982). One is the anomalous position of KELT specialists and Study Skills Specialists (SSS), who are supposed to teach only 8 hour/week (KELT) or 15 (SSS) in a system where:

a full Professor should teach	8 - 10 hour/week
an Assistant Professor "	10 - 12 "
a Lecturer (PhD) "	12 - 14 "
a Language Instructor (MA)"	16 "

Another is that SSS are on what are essentially PhD salaries with MA qualifications. More important professionally is the difficulty of getting across the developmental aspect of the KELT posts: there is something of a chicken and egg situation here since one of the reasons for KELTs not doing much developmental work is that they have taken on extra hours, which they have been forced to do partly because D/LC thinks they are not doing much developmental work.

C.6.3 The 4 KELTs are currently teaching more contact hours than originally envisaged:

Brian East	8(4)	Alan Evison	10(8)
Mike Friel	11½(8)	Ken Forster	12(8)

Although they are not doing very much developmental work, most of them are doing a lot of coordination, and helping the English Language Unit to keep on top of a somewhat rapidly evolving situation where new courses appear to be starting up all the time. See Brian East's "Report on Faculty Loading for February 1984" at Appendix E. There are signs that H/ELU is beginning to win some battles on contact hours, allocation to priority courses, etc. For example, in Commerce only 2nd year students will be taught from now on, and the KELT Coordinator will hand over at the end of this term to an American local appointee. There are also signs that developmental work is beginning to increase: eg the preparation of 'home access materials' for the Faculty of Law; the preparation of a Study Skills booklet for all Faculties, the drawing up of course outlines for a Language Centre brochure.

- coordination duties of KELTs to be concentrated on high priority Faculties, especially Medicine, Engineering and Agriculture (D/LC's order of priority) and Science;

- more course design (including formal specification of needs, objectives, curricula, etc) leading to materials development;

- development of self-study programmes;

- development of testing materials;

- a delegation of coordination, timetabling for individual Faculties, and other administrative duties to lower levels.

It will be difficult to evaluate progress until LC teaching (at least the high priority faculties) reaches a steady state: next year for example sees the birth of the Medical Faculty, and in a year or two

entry levels should improve all round as the EFY curriculum in the schools begins to have an effect. In the terminology of the Mountford document the Centre is only just out of the initial implementation phase and into the development phase.

Equipment

C.6.5 Clive Holes' report indicated that the University had not yet fully met its commitment to provide the equipment specified in the Design Document. Little has changed. But perhaps we need to accept that the situation he describes, of a lack of funds from Kuwait, is also not going to change. It appears that the University accords the Language Centre a relatively high priority within the University. Evidence of this is the imminent (we were promised) move of the LC to the Administrative Building - in spite of competition from other Faculties. This building has 10 rooms and what will be 3 'model classrooms'. At the same time the LC will keep on 2 offices in the Faculty of Law. The Centre has acquired, within the last year:

2 duplicators
3 typewriters
1 photocopier (and another large one on order)
numerous cassette tapes
2 x 25 booth Philips Language Laboratories

Clearly these do not meet the specifications of the Design Document. Representative and H/ELU feel that the provision of equipment is satisfactory in the circumstances. I am prepared to accept this provided that they keep up the pressure on the University to provide more and not to think of the ODA providing everything. In particular the LC must be encouraged to provide a typist.

C.6.6 In the interim, I support Clive Holes' suggestions for putting together a consolidated list of 'Tools of the Trade' to enable the KELTs - and especially the Teacher trainers in new posts - to get on with their job. The list below is a revised version of the list in the Holes' report, with new priorities, and I <u>recommend</u> that at least the first 3 items be supplied from this list.

1. 1 Sony U-Matic Video Player)
   1 x 22" Monitor
   20 blank tapes

2. 1 Portapac Sony Video Camera and Recorder

3. 4 x 3M portable OHPs

4. 1 Fast Copier for cassette tapes

5. 3 Elite OHPs and 10 bulbs

6. 5 Goodsell Cassette Players

17.3 Report on the Design Produced by Dunford Seminar Participants

17.3.1 The Task

Background

The case study relates to the English Language Communication Skills courses for 1st and 2nd year students in the Faculty of Science. There are approximately 120 students in the current 1st year and 115 in the 2nd year - after which English instruction stops. There are 6 hours of English per week in the 1st year and 4 hours per week in the 2nd - a total of about 200 hours in practice. Officially English is the medium of instruction although in practice a lot of Arabic is used. Although students' previous exposure to English incudes 6 years of EFL in Arabic-medium schools, their level on arrival at the University is considered to be roughly 'false beginner', but with some wide variations.

The Science Faculty is likely to substitute a General Science course for its present subject-specialised 1st year course - to include Medicine and Engineering students too.

There are economic constraints on the Language Centre's operations. In addition, staff have fairly high teaching loads and therefore time and resources for developmental work are severely limited. The Centre has, however, recently acquired two 25-booth language laboratories.

The Science Faculty is classed as a 'high priority' area as English is the medium of instruction and the means of access to professional journals. All English Language courses are compulsory and form part of the credit system of assessment.

17.3.2 The Design Task

The group set itself the following task:

> Establish a set of procedures for syllabus design for a two-year course in English for the proposed General Science course. (See Figure 1.)

17.3.3 Procedure for Preliminary Investigation

Design and administer 'Wants Analysis'

- University authorities: policy and attitudes regarding FL medium of instuction and the provision of FL tuition for non-specialists.
- Official views, university attitudes, regarding the wider issues of social, developmental role of FL.
- Investigate motives underlying request which initiated the design task.
- Take account of student 'wants', ie their general perceptions as to why they should study FL, and underlying motives.

Design and administer 'Needs Analysis'

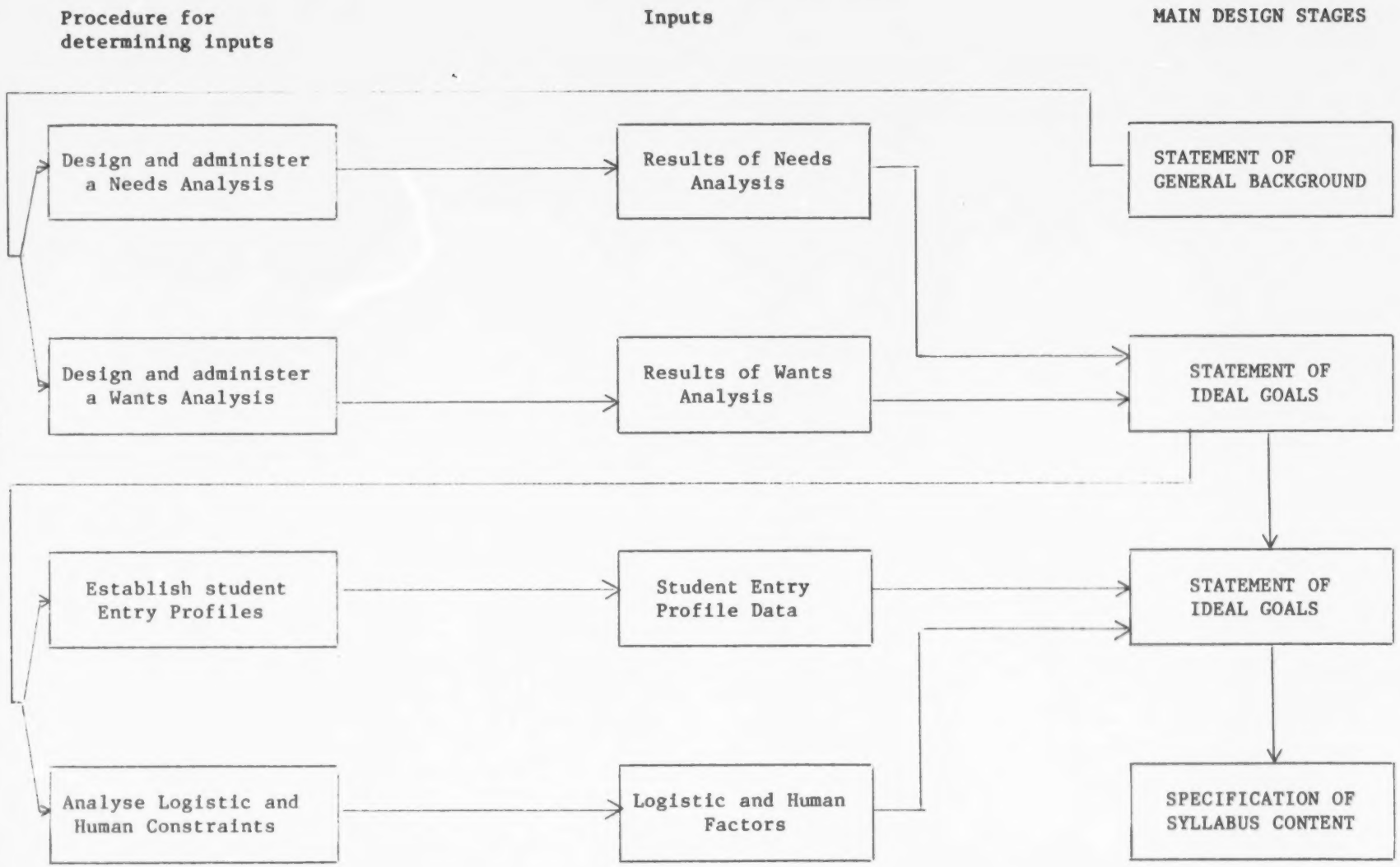
EAP considerations:

1 - set texts for specialist courses

2 - handouts and other additional reading tasks

3 - library reference reading facilities

FIGURE 1


Procedure for determining inputs
Inputs
MAIN DESIGN STAGES
Design and administer a Needs Analysis
Results of Needs Analysis
STATEMENT OF GENERAL BACKGROUND
Design and administer a Wants Analysis
Results of Wants Analysis
STATEMENT OF IDEAL GOALS
Establish student Entry Profiles
Student Entry Profile Data
STATEMENT OF IDEAL GOALS
Analyse Logistic and Human Constraints
Logistic and Human Factors
SPECIFICATION OF SYLLABUS CONTENT

4 - lectures for specialist courses

5 - practical work for specialist courses

6 - written assignments

7 - examination requirements and formats

8 - any circumstances under which students may have a requirement for spoken FL.

EOP considerations:

1 - typical employment pattern, per discipline

2 - brief characterisation of FL demands, if any, of type of employment

Specify ideal goals

The appropriate steps in the above stages, expressed in performance objectives terms, constitute the full set of goals to be attained under optimum conditions.

Established student entry profiles

Biographical detail

General learning background

FL learning background

Learning history

School certificate record

Pre-testing (elements of test to be derived from needs analysis).

Notes:

A data-gathering exercise of this kind can generate such a mass of detail as to actually hinder decision-taking. On balance, this should be avoided not by limiting the range of factors to be accounted for but by severely restricting the depth of investigation at each step. The above specifies what we believe to be the irreducible set of factors relevant to this particular course design. Restriction on investigation, however, is a pragmatic matter which can only be decided by actually executing the design process.

'Wants' and 'Needs' Analysis:

We are using a rough distinction between 'wants' and 'needs' to separate the basic premises on which the design will rest (and which derive from broad institutional and individual attitudes to FL use) from the narrow concern of specifying objectives for a specific course.

EAP considerations:

The specification should cover all years of the degree programme since the course will provide the students' only FL instruction; it should not meet the requirement of the General Science component alone.

EOP considerations:

Only the briefest account of likely EOP requirements is needed; the course is not expected to provide specific EOP training. But awareness of future needs should feed into decisions on weighting of the content in the syllabus specification.

Ideal goals and student entry profiles:

Since we are 'short-circuiting' the process of specifying an ideal syllabus, the statement of goals must consist of a fairly detailed set of performance objectives. But the statement should not attempt to specify elements of the syllabus content as such. Similarly, student entry profiles could feed into an deal syllabus specification, but in this design procedure serve to mediate between ideal and modified goals. In practice, entry profiles would be drawn up for only a sample of students.

17.3.4 Constraints

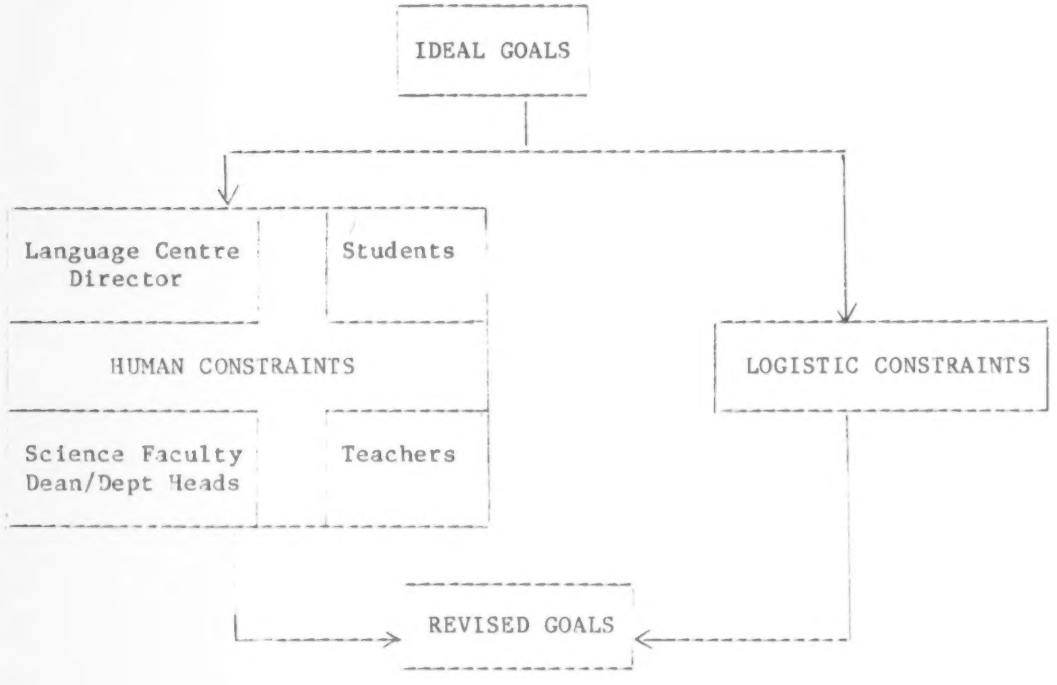
General

The term 'constraints' is to be interpreted very broadly as including all the factors identified in the existing situation which will have a bearing on the attainment of the ideal goals identified from the Needs and Wants Analyses and be potentially relevant factors in the revision of these goals. The term is not necessarily a negative one; on the contrary the taking account of constraints will lead to the positive determination of course goals.

It is felt that constraints are best handled in terms of human constraints and logistic constraints separately in order to permit a finer appreciation of the force of the constraints of each type. Human constraints are analysed according to the four different groups of people involved in the design and implementation of syllabus, including the participants themselves.

The following diagram illustrates the general procedure:

FIGURE 2



An inventory of the more important potential constraints now follows:

Human

a. Students

Mode of study:
How do they expect to be taught?
How do they study in and out of class?

Motivation:
extrinsic, ie credits, grade point averages
intrinsic, ie how important do they consider the course?

Out of class study:
How much time can be expected of them?
Under what conditions will it be done?

b. Teachers

Knowledge of and command of English: mode/medium
Typical methodology and teaching style
Experience, ability, flexibility
Attitude, especially to in-service training
Time available for out of class work eg materials preparation
Motivation and interest
Staff turnover ratio

c. Faculty of Science Authorities

Attitudes to the use of English (as a medium of instruction)
Assessment of the importance of English (within the context)
Assessment of students' desirable level of attainment in English
Views on possible course objectives and specific requests/ requirements
Degree of interest in the course and extent of co-operation which might be offered and of what kind.

d. Language Centre Director

Degree of direct control over course that is demanded and of what kind
Attitudes to course and degree of interest in it
Extent to which course is considered to affect prestige of institution
Time available for/willingness to handle course problems.

Logistic

Number of course teaching hours - 144 (first semester)
- 96 (second semester)

Weekly scheduling of lessons
Total number of classes attended by students (other subjects)

Classrooms: location
capacity
furniture (eg free or fixed)
equipment

Support: administrative support staff (eg typing, reprographic)
teaching aids, portable or fixed
reprographic facilities
library
teacher resources centre/demonstration room

Materials: availability of published materials
availability of usable in-house materials

17.3.5 Procedure for integrating inputs into the syllabus

Using the data provided by the investigation and modification stages, the modified goals can be interpreted in terms of four broadly defined features in the syllabus itself. This is illustrated in the diagram on the following page (Figure 3). The four labels in the syllabus 'tube' refer to the following features:

a. the realisation of the goals in terms of the communication skills at any level on the macro-micro scale - derived from the identified performance objectives.

b. the realisation of the goals in terms of the systematic features of the language: syntax, phonology, script.

c. the realisation of the goals in terms of topics - including academic subject matter (eg a particular chemistry experiment which has to be reported) and subject matter intended to influence the students' attitudes to English.

d.. the realisation of the goals in terms of teaching strategies - including use of classroom, language lab, self-access materials, pairwork, groupwork, individual tasks, problem-solving activities ....

In theory, any one of the above four features could be used as the main thread or as the starting point for all or for one part of the syllabus, depending on the results of the investigation and modification stages of the design. The data available so far suggest that the feature labelled 'communication skills' may be the most appropriate main thread throughout this syllabus and would also constitute the largest single feature. The relationship of the four elements for this syllabus could then be represented as shown in Figure 4.

FIGURE 4

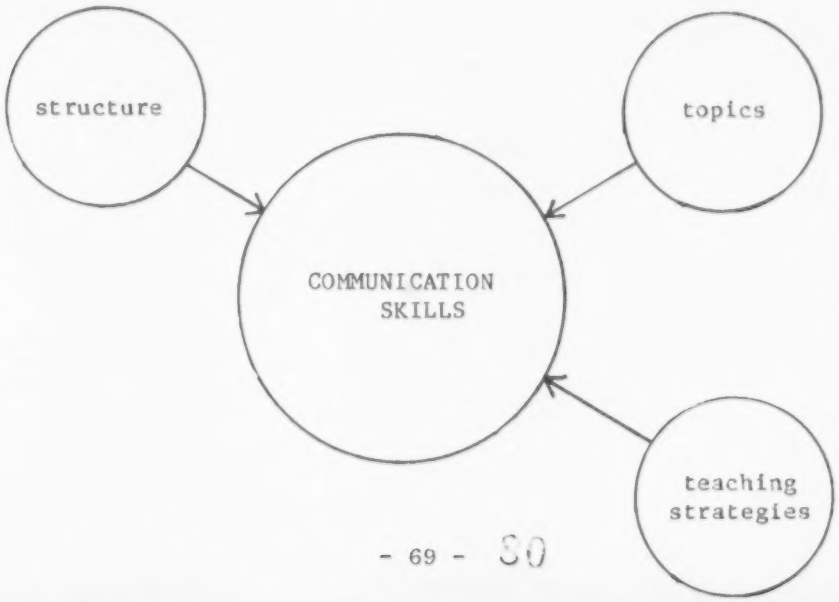
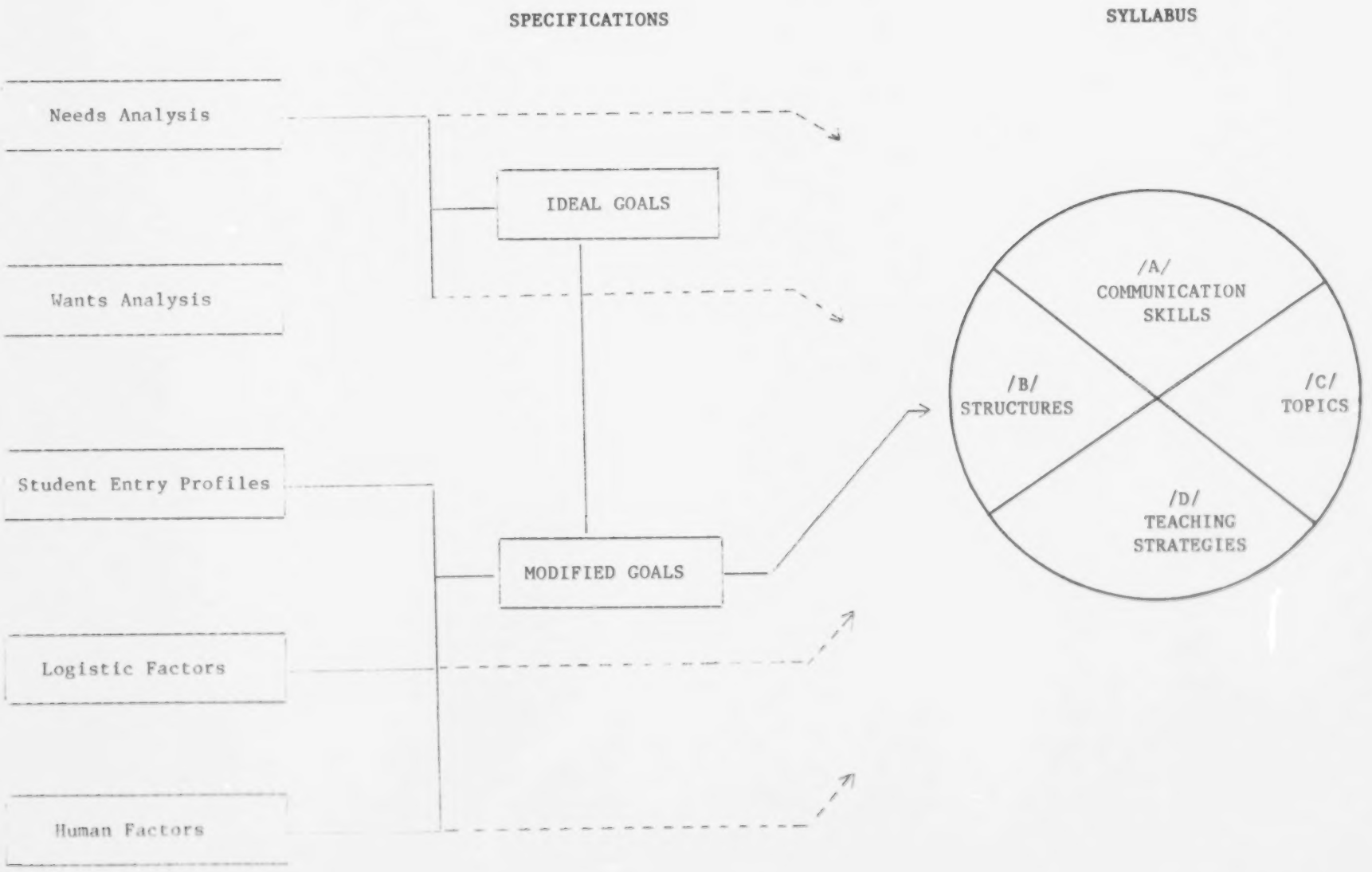


FIGURE 3


SPECIFICATIONS
SYLLABUS
Needs Analysis
Wants Analysis
IDEAL GOALS
Student Entry Profiles
MODIFIED GOALS
Logistic Factors
Human Factors
/A/
COMMUNICATION
SKILLS
/B/
STRUCTURES
/C/
TOPICS
/D/
TEACHING
STRATEGIES

Support: administrative support staff (eg typing, reprographic)
teaching aids, portable or fixed
reprographic facilities
library
teacher resources centre/demonstration room

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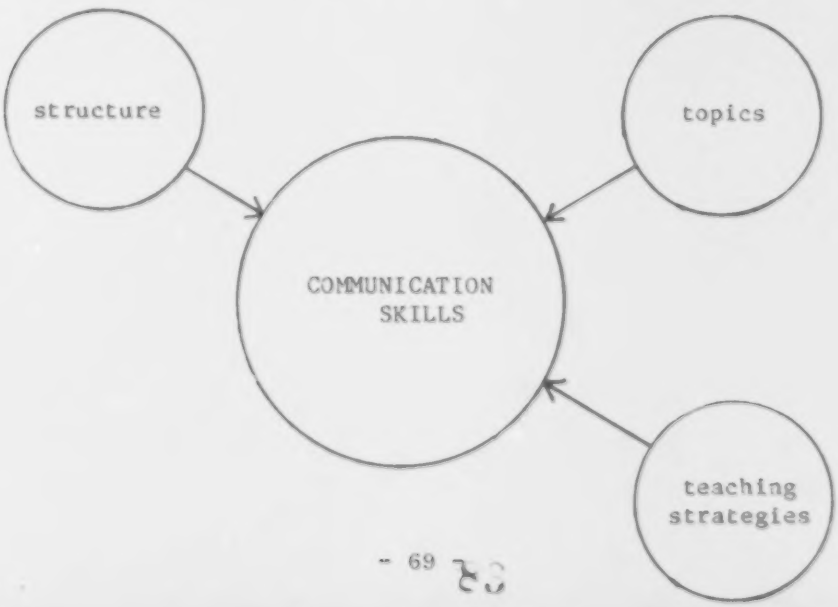
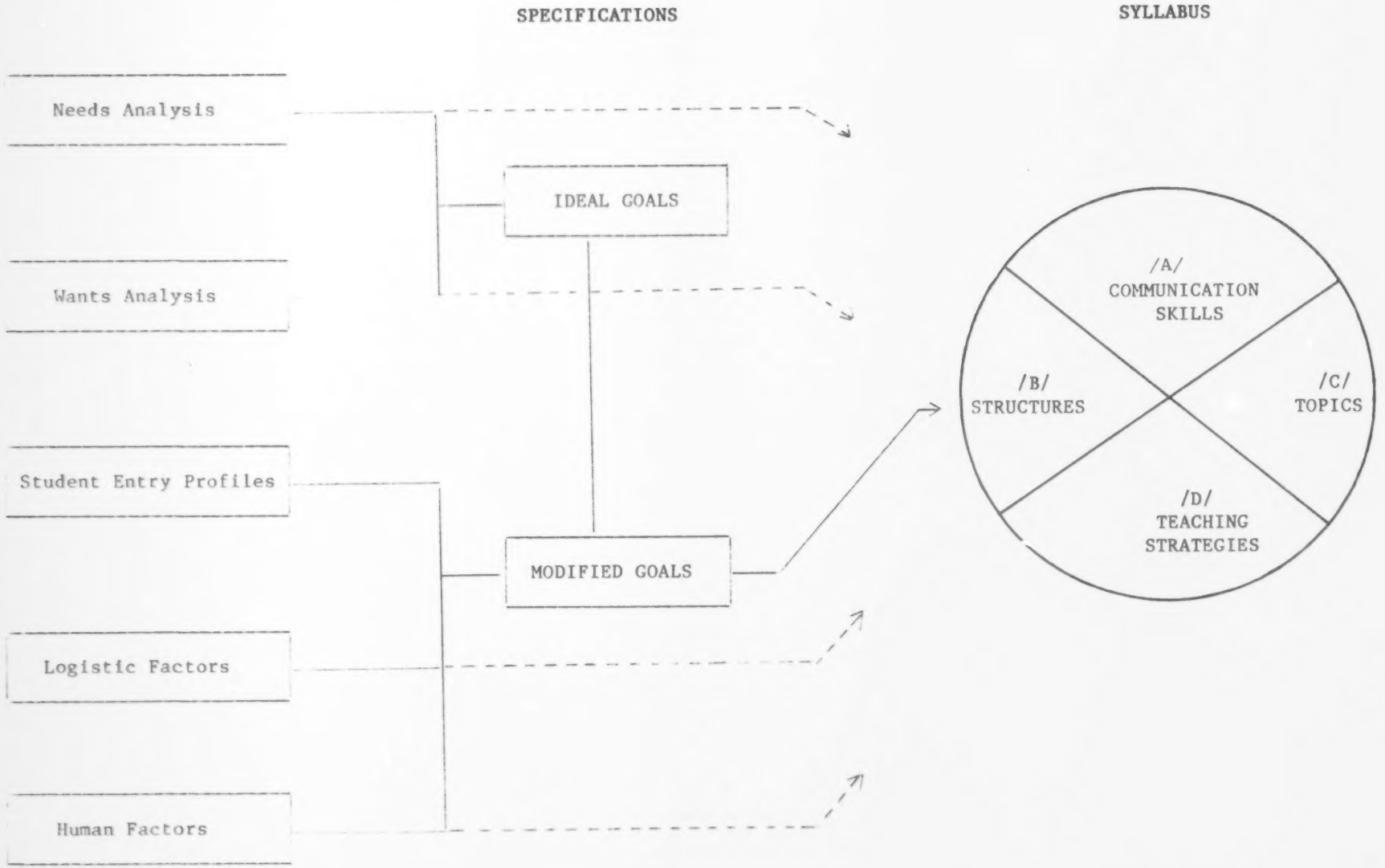


FIGURE 3


SPECIFICATIONS
SYLLABUS
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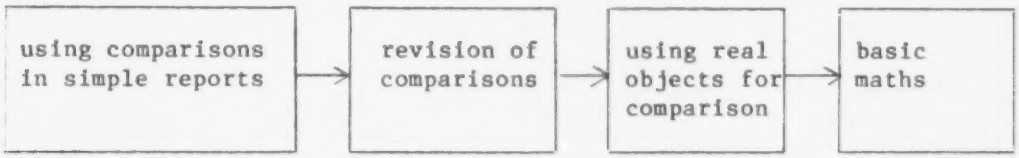
Logistic Factors
Human Factors
/A/
COMMUNICATION
SKILLS
/B/
STRUCTURES
/C/
TOPICS
/D/
TEACHING
STRATEGIES

The order in which the three 'outer' elements are integrated into any particular unit of the syllabus will depend on the nature of the paricular communication skill taken as the starting point for that unit. All the following are theoretically possible - including cases where not all four elements are actually included in the unit:

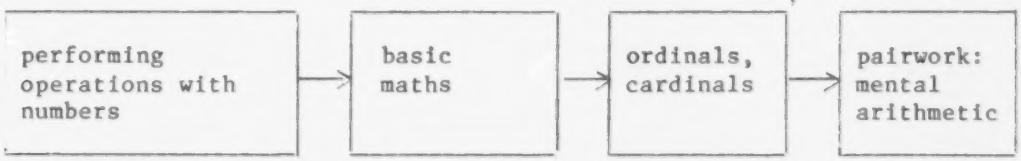
communication skill	structure	topic	(strategies)
communication skill	structure	strategies	(topic)
communication skill	topic	structure	(strategies)
communication skill	topic	strategies	(structure)
communication skill	strategies	structure	(topic)
communication skill	strategies	topic	(structure)

The following are outline examples of three of the above possibilities:

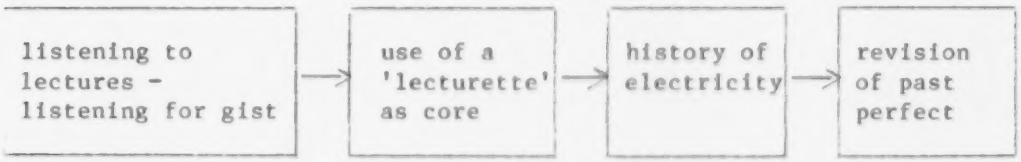
(1) communication skill → structure → strategies → topic



(2) communication skill → topic → structure → strategies



(3) communication skill → strategies → topic → structure



17.3.6 Amendments to Syllabus

While the group is aware that the above description is not exhaustive, we consider that this model offers a satisfactory design procedure for the English for General Science course. Factors arising during the implementation and evaluation stages should provide fresh inputs, using the same procedure, to produce appropriately amended syllabuses.

17.4 Two Reactions to the Design

These reactions were produced by other design groups in the evaluation exercise on Monday 23.

17.4.1 First Reaction

1. There was a general reaction that the setting up of ideal goals was a waste of time. The real world was acknowledged in the 'modified goals" and why not start from there, as there is a real temptation to cling to first thoughts rather than jettison freely what won't fit.

2. As a design model, we thought that evaluation should have been built in. It seems that the group envisaged this as a second-stage function, occurring when implementation took place. This led to point 3.

3. The role of the teachers in syllabus design. We thought that the teachers should be consulted at the very outset; they have local knowledge, experience of the texts and their shortcomings, and are essential to the success of the new regime. Canvassing their opinions and goodwill could well pre-empt later operational problems and they could, by the way, actually have some practical and valuable ideas.

4. The group had a "course designers" point of view. Maybe a wider range of interests could be reflected in the design to avoid practical problems that could lead to a too-drastic revision exercise after implementation.

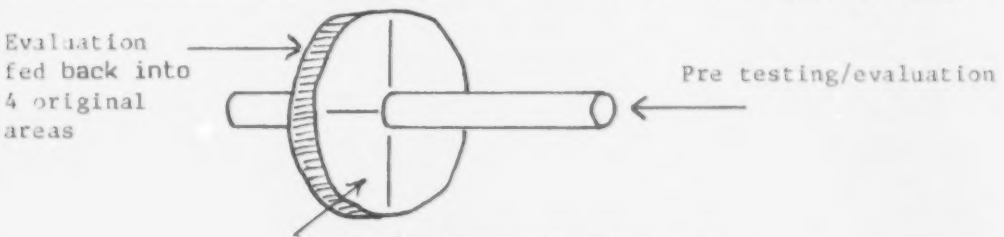
5. The point was raised that more real time was needed for a realistic design model to emerge from a KELT project. The operational difficulties were probably underestimated from the appointing body and that to produce the goods, a team would likely require three years rather than one, ie never enough consideration is given from homebase on the length of time that is spent on groundwork, follow-up etc. Perhaps there is a real need for early "feasibility studies" to be undertaken so that realistic goals can be set in the time allocated for certain posts.

6. Evaluation of students was not included in the model. This is a pity since the English course has to be passed if the student is to obtain a degree. As for enabling skills, it was felt that the crunch would come through criterion referenced testing in the fourth year of subject study, but the University also demands a pass grade in English as a subject in its own right.

17.4.2 Second Reaction

1. No evaluation in theory needs/wants evaluation required.

2. Evaluation-model needs modification to take this into account.



Original Diagram (in Figure 3)

Using pre-testing as an axle the wheel of evaluation could revolve and move along a university year continuum (!)

3. Priority of item selection good. Diagrammatically not so good. Communication skills expansion suggestions in 17.3.5 most interesting needs work on realisations.

4. Methodology - content of equal importance

needs

enabling strategies

design of syllabus

5. Evaluation - not in 17.3.5

- not chronological

- used for making decisions on unit construction

- informant did not say where - up to us to decide

6. Design/Implementation/Evaluation/Review Cycle - when?

i. Annual

ii. Constraints .... university? .... personal?

7. Model

Write out - much already 'known' instinctively. We felt not required.

8. Evaluation mainly post specific syllabus content on diagram (Procedural model Figure 1.)

- we cannot say a lot because of the nature of the task it is difficult to go further

- student evaluation very important but no syllabus so no feedback.

17.5 Reaction of the Case Study Originator

The Task Redefined

The group redefined the task, opting for trying to establish procedures for syllabus design rather than actually designing a course. This seemed entirely justifiable, given the constraints of the task. They then adopted a commendably thorough approach to the problem, producing an 11-page document of discussion and concrete suggestions. This diligence of itself was extremely gratifying.

Procedures for Syllabus Design

The concentration on procedures for syllabus design will, I think, prove useful in the coming months when I shall be concerned with the very issues raised in the group's paper. Nothing in their proposals would involve a radical departure from procedures already adopted, which is reassuring. It may well be that the value of the document will be as a point of comparison for the actual procedures we adopt, and, hence, as an evaluative tool. Much that the group proposes is likely to be adopted in some way, although 'real-world' constraints will probably determine different procedures in some areas.

The Value of Explicitness

The explicitness of the group's paper was very useful and helped focus my own attention on the need for similar explicitness in any design documents which I produce.

The need for explicitness was clearly stated by Charles Alderson in his proposed 'testing' approach to syllabus design: if one can teach something, then what is taught must be testable because it can be made explicit. The corollary of this is that what is made explicit can be evaluated. Unfortunately, the group's paper had nothing to say on evaluation.

'Ideal Goals'

One area of doubt I have about their proposals relates to their procedural model entailing a 'statement of ideal goals' which then becomes modified by constraints. It seems that although a designer must start somewhere, to reach a statement of goals without taking constraints into consideration from the start would waste time.

Communication Skills the Main Emphasis

The group's proposals concerning the different features of syllabus content and how they related were very helpful and might well contain some points which can be developed. Their model for a 3 - or - 4 strand syllabus whose main focus would be communication skills seemed particularly interesting.

To sum up, I am very grateful to the case study group for tackling the problem they set themselves in such a 'head-on' way and for producing such a polished document in the little time available.

18.0 CASE STUDY TWO: CAIRO DIRECT TEACHING OF ENGLISH OPERATION, EGYPT

Originator: Rob Batstone

18.1 Introduction and Task

INSTITUTIONAL BACKGROUND:

Courses - 13 courses from Elementary to Higher, each of 72 hours/12 weeks duration. Standard course format is published textbook supplemented by DTE-produced materials (teacher's notes, handouts etc).

Facilities - Resources Room containing large selection of textbooks, videos, games etc. Classrooms furnished with video, audio cassette machine, OHP, whiteboard.

Teachers - 65, full and part-time, with wide variation in experience and qualifications.

Students - 2,000 plus, mostly middle class and many requiring English for their jobs. Average class size of 19. Considerable turnover between levels.

BACKGROUND TO TASK:

Impetus for change - Cairo DTE currently engaged in work on general syllabus reformulation, prompted by dissatisfaction with current course system. This is based on series of poorly related and discrete textbooks, lacks adequate cohesion re. language input, has insufficiently broad communicative approach, and is especially weak on phonology and skills components.

Developments to date - Began with needs/wants survey and series of workshops on syllabus specifications. The latter led to analysis (ongoing) of courses and of additional selected resources (books, videos) utilising taxonomies of structures, functions, topics, sub-skills.

Objectives - a. To project revised syllabus content using, taxonomies, with view to exploiting a wider range of sources than at present (partly via information obtained from resources analysis). b. Subsequently to produce revised materials. c. To implement a system of materials retrieval for general DTE use via analysis of resources.

Current situation - Work about to commence on outlining revised syllabus content with tentative aim of completing draft proto syllabus by September 1984.

DESIGN TASK:

Outline - Participants, provided with DTE taxonomies and any other required information/materials, to work on producing proto syllabus outline as framework for coherent series of courses (Elementary to Higher).

Context - Only constraint is that syllabus outline should appear feasible given DTE situation, particularly our objective of achieving a cohesive syllabus without creating need for excessively large quantities of DTE-produced materials.

18.2 Background Information

18.2.1 Institutional Background

Students - The average enrolment per term is c 2,500, and the highest proportion of these are at E - level. Students are generally from the educated middle classes, though some belong to relatively underprivileged low income groups. Students study at the Council for a variety of reasons, including professional (there is a widespread belief that English is the key to enhanced job prospects) and social (the Council is one of few places where male and female students can meet informally).

Teachers

Numbers - There are approximately 60 teachers employed at the DTE. About 20 of these are full-time (ie London recruited teaching 24 hours per week), and the rest are locally engaged (usually part time, teaching 12 or 18 hours per week).

Experience and qualifications - The average L/R teachers has a minimum of 2 years experience, and either Dip RSA or Dip TEFL (though some may only have RSA Prep Cert). Among L/E staff the range is very wide. There are small groups with either abundant experience and Dip RSA, or considerable experience but weak paper qualifications. The majority have minimum Prep Cert and at least 2 years experience.

Facilities

Classrooms - These are all equipped with whiteboard, cassette and video recorder, OHP and screen.

Resources Room - There is a large and up to date stock of TEFL materials: visual, print, audio and video. The RR includes home made materials (games, standby lessons, 'teachers ideas file' etc) and facilities for making audio recordings.

Teacher Training - One full-time ADOS and 3 TT Assistants who between them have 75 hours per week available for TT duties. Their time is mainly taken up with In-Service Observation and follow up support for all staff, though the intensity of this fluctuates according to other priorities eg RSA Prep Cert course and TT seminars/workshops. In addition KELTs and visitors to KELT projects contribute to DTE seminars/workshops for teachers.

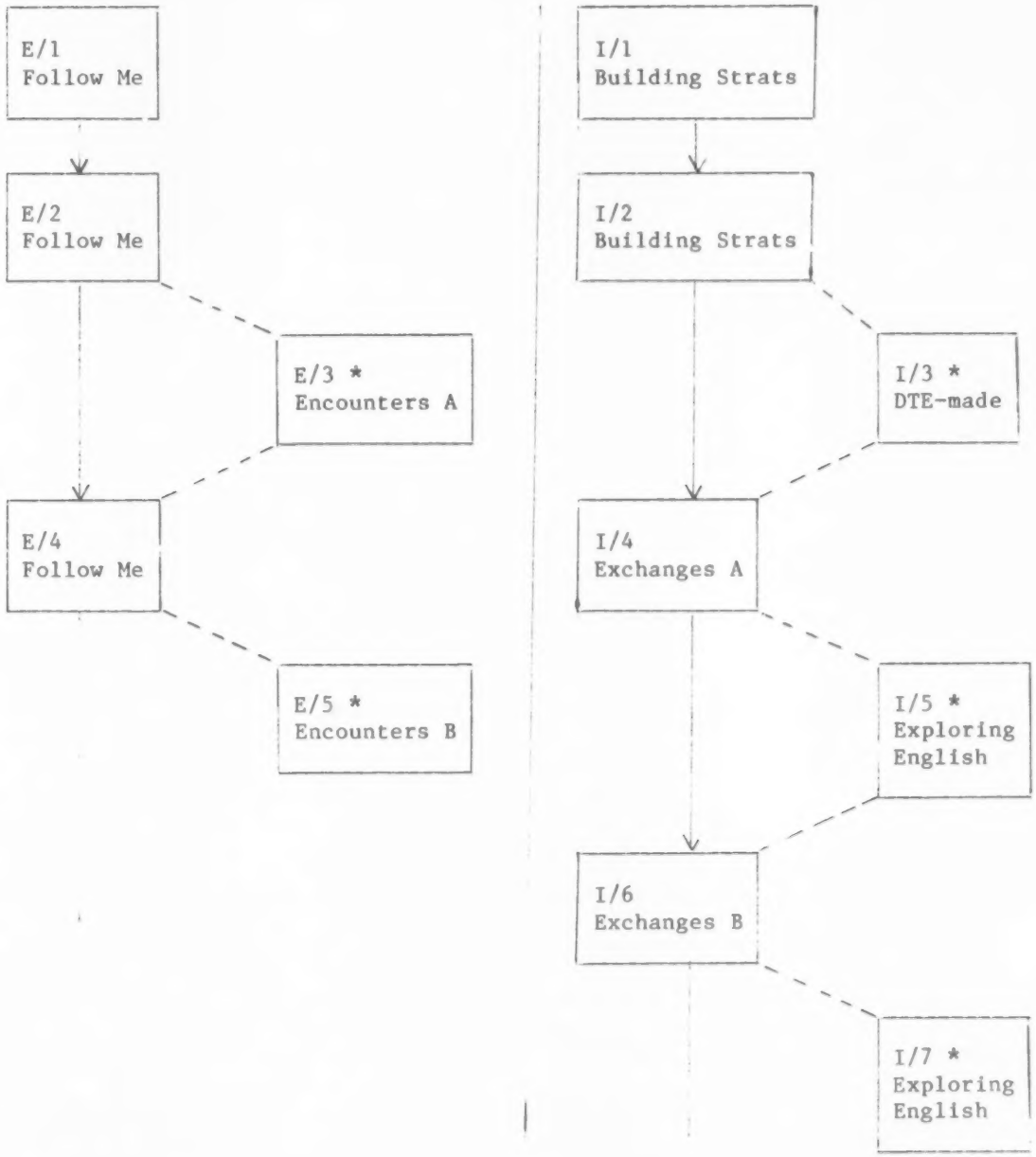
Current modes of teaching - Most teachers take structural/ functional target language through presentation/practice/production stages, using a mixture of traditional teacher-controlled oral practice and more communicative (in the narrow sense) information gap pair/group work. Role play, games and other 'freer' tasks are used to a limited extent, and skills development work is marginal. The vast majority of teachers (including those with recent RSA Dip) are not aware of discourse, and are unsure of themselves with regard to pronunciation work.

Attitudes to syllabus change - There's general acceptance of the desirability of the project, though still some misunderstanding of the nature and extent of changes involved, leading in some cases to apprehension and doubt. There is a strong need for more teacher involvement in '84/'85, and for tangible results of the project to be disseminated as soon as is feasible. TT programmes should help considerably in this respect.

18.2.2 **1983-84: Developments to date**

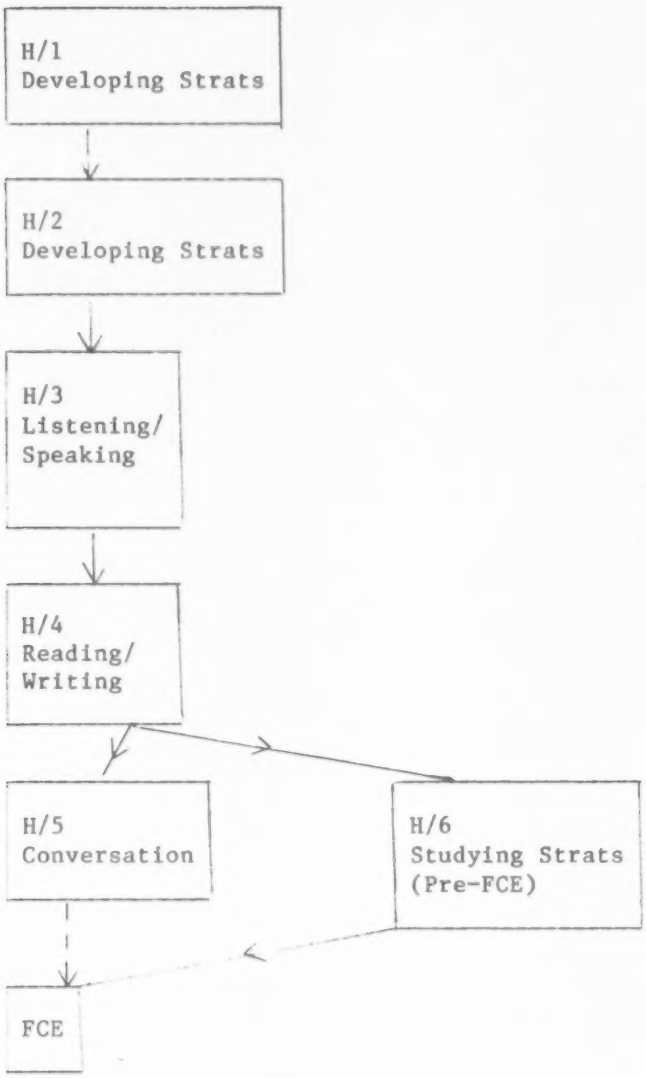
The current system: why change?

Outline diagram of current system:



Elementary Level

Intermediate Level



NB: Each course lasts 12 weeks/72 hours, organised as three 2 hour lessons per week.
* = remedial course

Higher Level

Problems encountered with the current system -

i. **Format** - The chief impetus towards implementing substantial course development at the Cairo DTE has been considerable dissatisfaction with the current general public course system. Broadly, this comprises a series of 13 courses, as outlined on the previous page. Most of these courses consist of a published textbook supplemented by a considerable quantity of extra material (in the form of teacher's notes, handouts, games and other realia) produced at the DTE.

In most cases the aim of this supplementary material is to develop target points in the 'core' book, sequencing them into a series of outline lesson plans, adding alternative tasks etc.

ii. **'Mini-syllabi'** - Consequently the actual language/skills input for DTE courses is based on that of the chosen textbook. The result is like a series of 'mini-syllabi', more cohesive within themselves than they are in the wider

context of overall syllabus. Inevitably distinctive textbooks (such as Building Strats and Exchanges) differ so much in format and Language content that the resulting system lacks organisational uniformity, defined aims or language core.

iii. **Independent entities** - Courses tend to be treated as independent entities rather than as components of a wider (integrated) syllabus, and it is difficult for teachers to be sufficiently aware of the content of courses other than those which they teach.

iv. **Assessment** - The absence of defined aims means that there is no indication of core content, and most courses appear as a sea of target items, with no guidance as to what needs to be taught. This makes assessment and testing procedures extremely haphazard. There is a written test at the end of each course, treated with scepticism by most teachers, who often 'promote/relegate' students on the basis of subjective intuition.

v. **Syllabus type** - At present the DTE course system lacks adequate focus with respect to syllabus type, within individual courses as well as within the wider parameters of E/I/H. Both teachers and students would benefit from working with material with aims stated in consistent and coherent terms.

vi. **Sequence** - Many language items re-occur from course to course with excessive regularity, but with little or no development. Others are neglected, only to be 'assumed' at a later stage.

vii. **Recycling** - There is insufficient recycling within courses, and where there is recycling it can be coincidental rather than systematic and planned. In particular, the syllabus of some remedial courses is only marginally related to that of preceding and subsequent courses.

viii. **Skills and phonology** - Present courses, in so far as they generally only reflect the content of one textbook, are insufficiently eclectic in their choice of language content, and are particularly weak on two important elements of any cohesive general syllabus. One is skills development, where listening and reading are rarely developed as skills per se. In most cases they are used to provide practice in oral target language. There is very little attention to developing discourse strategies at any stage. The other major element is phonology, where again there is no systematic development. Students' poor performance across the board in this respect comes as no surprise.

ix. **Perceived and actual needs** - Current courses have been developed without any thorough attempt to define student needs, and the extent to which these may concur with course content arises from adaptations made by individual teachers to suit the needs of individual classes.

Fact finding and analysis: January 1984 - June 1984

Introduction - Our general thinking at the outset of the '83/'84 academic year was that, even though it was premature to take a firm decision on the type and extent of DTE syllabus development, any seriously undertaken reform needed to be based on a thorough assessment of the situation then existing. Consequently, two initial fact finding steps were undertaken.

Needs/Wants questionnaire -

i. **Range** - In November 1983 a questionnaire was given to approximately 1,100 students (over a third of the total at that time), proportionately distributed across the various levels.

ii. **Interpretation** - One purpose of the questionnaire was to assess if it was possible to make meaningful generalisations about if/how students needed to use English outside the classroom. The large percentage of students from servicing/accountancy areas who seem to fall into this category could argue for extending the DTE's ESP operation, or alternatively for building components into the revised syllabus oriented towards the needs of these service industries.

Anticipating, however, that students in general public courses study English for a wide variety of reasons (social/academic/professional), a large part of the questionnaire focussed on how students want to use English in the classroom. The questionnaire was designed partly to indicate the following:

a. Student expectations- ie what students expect to achieve in terms of how far up the 'ladder' of courses they expect to go.

b. Learning style - what students expect/prefer here, including the issue of teacher centrality.

c. Syllabus emphasis - what students might prefer re syllabus type (more structurally/functionally oriented etc).

The last two, in particular, have strong methodological implications. However, we see the results of the questionnaire as providing useful guidelines (though not hard and fast conditions) when making changes to course inputs. Some of the data suggests the need for interpretation with caution.

iii. Selected data from questionnaire -

1. **Channel**

Q: 'Outside the DTE, do you use English mainly for
a. speaking b. writing c. reading ?'

E - Level	am	1. S (64%)	pm 1. S (57%)
		2. R (23%)	2. W (22%)
		3. W (13%)	3. R (21%)
I - Level		1. S (58%)	
		2. R (28%)	
		3. W (14%)	
H - Level		1. S (44%)	NB: Both am and pm results
		2. R (32%)	specified only where they differ
		3. W (24%)	re priority.

2. **Purpose**

Q: 'When do you use English?

	E am	E pm	I am	I pm	H am	H pm
with foreign friends	3:29%	4:21%	2:42%	4:24%	2:50%	4:28%
at work	2:51%	1:56%	3:42%	1:55%	2:50%	1:57%
at school/university	4:23%	3:30%	4:28%	2:40%	3:38%	3:39%
on trips abroad	1:53%	2:41%	1:58%	3:32%	1:57%	2:47%

Summary - 1. At work (always pm)
2. Trips abroad (always am)
3. School/university/foreign friends

NB: Alongside the 4 categories above students were asked to choose between 'a lot/a little/never'. Above data is taken only from the first of these.

3. **Turnover**

Q: 'Do you intend to stop studying after E? I? H? levels?'

E - level : 86% of students continue through to Higher

I - level : 91% of students continue through to Higher

Q: 'Which levels have you already completed at the DTE?'

I - level : 23% early I students had done at least 2 E courses
10% late I students had done at least 2 E courses
50% late I students had done 2 previous I courses

H - level : 15% early H students had done at least 2 E courses
55% early H students had done at least 2 I courses
11% late higher students had done 2 E courses
42% late higher students had done 2 I courses
72% late higher students had done 2 previous H's

4. **Classroom apporoaches**

Q: 'Would you like to spend more or less time in class on each of the following tems, or are you hap on?'

	E	I	H
Listening exercises from tape	8:52%	4:56%	4:59%
Reading	3:66%	6:52%	
Writing			
Pronunciation practice	2:74%	2:76%	2:75%
Grammar explanations/exercises eg 'some' vs 'any'	5:57%		
Learning to use English in different situations eg talking to boss vs colleague	1:86%	1:79%	1:79%
working in small groups/pairs			
Acting out imaginary situations eg in a restaurant	4:62%		
Talking about your personality			
Discussions on teacher chosen topics	7:53%	5:53%	
Discussions on class chosen topics			
Topics related to Egypt		7:51%	
Topics related to Britain			
Video	6:56%	3:64%	3:70%
Language games			
Explaining/correcting h/work			

NB: Preceding chart gives percentages only where over 50% of students specified 'more time'. Figures need to be treated circumspectly - very few students specified 'less time' for any item.

5. **Learning style**

Q: 'Do you think the teacher should spend more time:
a. teaching everybody together
b. helping you to work independently with other students?'

	together	independently
E	53%	47%
I	64%	36%
H	63%	37%

6. **Study and jobs (where English required)**

	Study		Jobs	
E	Faculty of Commerce	42%	Accountancy	21%
	Faculty of Art/ Literature	10%	Secretary	13%
I	Faculty of Commerce	43%	Accountancy	20%
H	Faculty of Commerce	49%	Accountancy	19%

Materials analysis -

i. **Course analysis** - At the outset of the '83/'84 year it was agreed that changes to course input should be based on an objective assessment of the relative strengths and weaknesses of the present course system, and that this should be achieved through a thorough breakdown of all general public courses.

A series of taxonomies was compiled, drawn (sometimes with considerable modification and additions) from standard published sources (see Reference File for details here). The decision to use taxonomies was based on the following rationale:

a. They would ensure that everyone involved in the analysis used the same (commonly understood and agreed) terms.

b. It was felt that the taxonomies could also be used as a guide when devising new input, and that current and projected course content could more meaningfully be compared if the taxonomies served as the basis for their descriptions.

ii. **Resources analysis** - Since March 1984 the taxonomies have also been used as the basis for analysis of selected printed materials in the DTE's well stocked Resources Room. The Resources Analysis serves two purposes:

a. To facilitate the search for sample materials which could provide guidelines for the design of new course material.

b. Through careful indexing/cataloguing, it could form the basis for a system of materials retrieval (with material called initially through the primary specifications of structure/function/topic/sub-skill), always assuming that the analysis could be ongoing, and that teachers would be encouraged to make regular use of it. Such a system could, at a later date, be transferable to a data base.

iii. **Workshops** - A series of 10 seminar/workshops were given during January/February 1984, attended by those designated to work on course and resources analysis. The workshops aimed to ensure that participants fully understood the terms being used and felt confident that they could use them in the analysis task (NB: See Reference File for tasksheets used/guidance notes forming written summary of points made during workshops).

iv. **Updating** -

Course analysis - This was completed in May 1984, and led to the (ongoing) production of 'digested' unit and course overviews intended for use by both teachers and syllabus planners.

Resources analysis - This is ongoing.

18.2.3 **Aims and Objectives 1984/1985:**

Aims -

i. A more balanced and integrated syllabus, with logical phasing and development of language items, and providing for communicative competence across the skills.

ii. 'Sub-skills' built into the syllabus across the board, and (where possible) integrated into other syllabus components.

iii. Potential for assessment at regular intervals through the syllabus.

iv. To take account of information obtained from the needs survey.

v. Materials give teachers scope for variation and improvisation, within explicit context of set targets of achievement at each level.

vi. To move away from a system based almost exclusively on a single textbook.While probably retaining the notion of a 'core' book, our ultimate objective is a revised syllabus with input drawn from a variety of sources (printed books and 'home made' DTE materials). In short, a cohesive syllabus which is stable but flexible.

Assumptions -

i. English for General Groups oriented (but see needs data).

ii. Overall phasing of current system (12 week/72 hour courses) remains unchanged.

iii. TT programmes can provide essential backup to inform/encourage/train teachers in use of revised syllabus.

iv. Materials, once produced, will be piloted and monitored.

v. Testing procedures will be revised and piloted in line with revised syllabus.

vi. General continuity of instruction throughout the syllabus (though perhaps more an aim than an assumption - see needs data)

vii. Syllabus development will be undertaken with the format of the final product in mind eg undesirability of current handout system as core/ possibility of DTE printed workbooks as desirable alternative.

Constraints -

i. **Limited resources** - The chief implication of this constraint is that we must, in projecting revised syllabus content, base our expectations on what is feasible given limited time and expertise. It would be counter-productive, for example, to devise a pedagogical syllabus which made no reference to any existing materials at the DTE. This could lead to the potentially daunting task of attempting to bridge the gap between available and potential material through producing unrealistically large quantities of our own material.

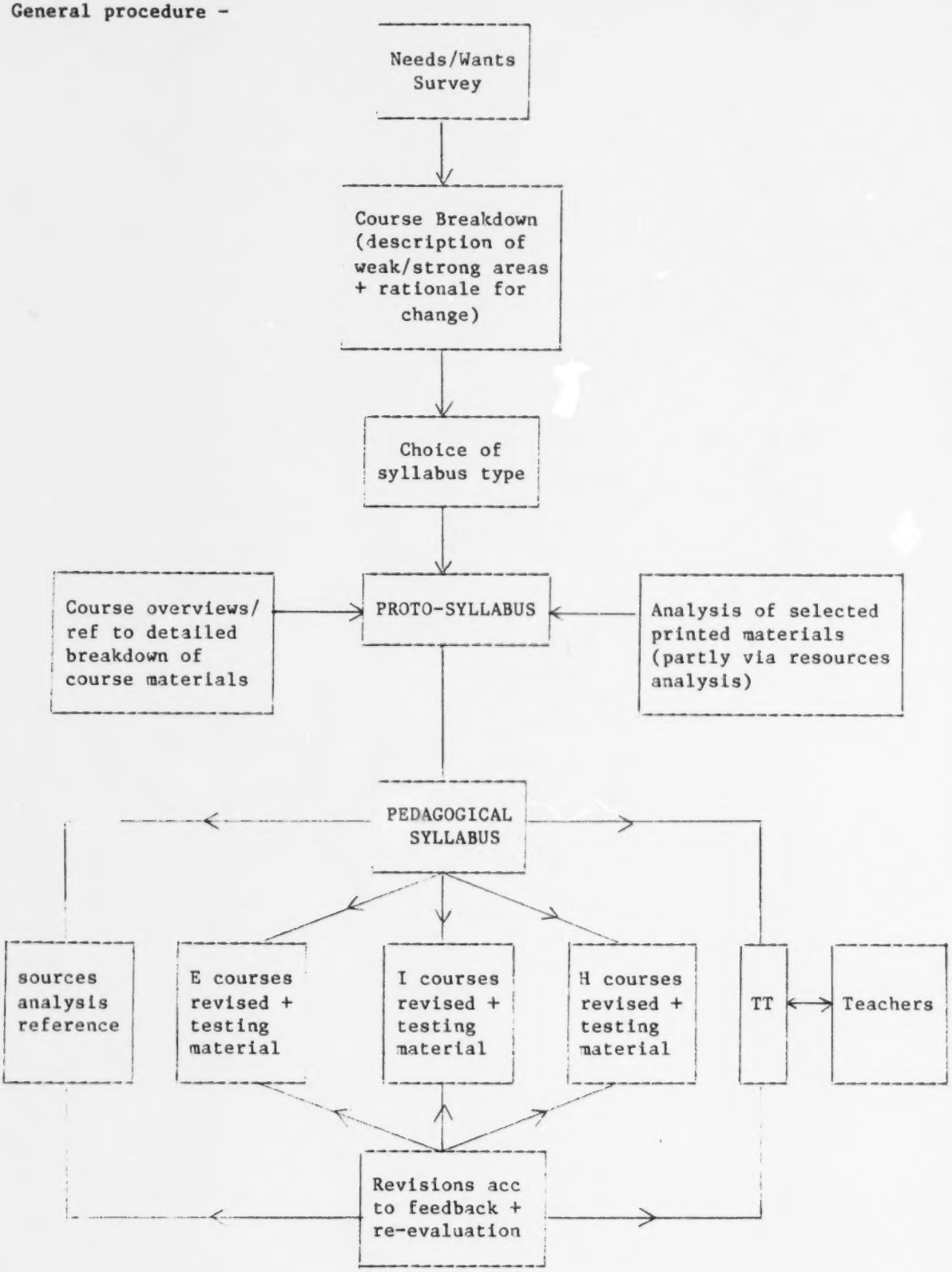
To date, syllabus development has involved (in addition to ADOS) a team of 6 teachers, most of whom teach 18 hours per week in addition to their other responsibilities.

ii. **Copyright** - The Cairo DTE has recently come under critical scrutiny from publishers' representatives, though our exact position re conditions governing potential breaches of copyright is still in the process of being clarified.

The situation here could make for significant difficulties with respect to our general aim of utilising a variety of printed sources, and particularly concerning the reproduction of listening and reading materials (tricky on a 'home made' basis).

Implementation

General procedure -


Needs/Wants Survey
Course Breakdown (description of weak/strong areas + rationale for change)
Choice of syllabus type
Course overviews/ ref to detailed breakdown of course materials
PROTO-SYLLABUS
Analysis of selected printed materials (partly via resources analysis)
PEDAGOGICAL SYLLABUS
sources analysis reference
E courses revised + testing material
I courses revised + testing material
H courses revised + testing material
TT
Teachers
Revisions acc to feedback + re-evaluation

Proto-syllabus stage -

i. **Choice of syllabus type** - This involves an overall decision about guiding principles on which the language content of courses would be based at each stage, and with which other elements of communicative competence would be linked. We envisage that the organising principle on which the proto syllabus would be based will be an ideal - a means of organising the proto syllabus rather than a fixed objective to which we should adhere as if writing a new syllabus 'from scratch'. A preliminary decision has already been taken to make the E-level proto syllabus topic/setting/role based, with structures and functions (and ultimately sub-skills) integrated within this context. However this does not imply that no other option will be considered, either for E or for I/H levels.

It is assumed that the final decision for any level would inevitably be within the (very wide) context of a communicative approach.

ii. **Proto-syllabus** - The proto-syllabus stage involves linking of syllabus specifications according to the decision of syllabus type, and with reference to DTE taxonomies. Both the decision on syllabus type and the proto syllabus as a whole should function as 'measuring instruments', used to gauge the degree to which the current system falls short of what we would ultimately like. We plan to have a comprehensive draft proto syllabus for all levels (E/I/H) by December 1984.

Pedagogical syllabus stage -

i. **Assessment** - At this stage we should have the means for assessing the effectiveness of the current system ie proto syllabi and overviews of present courses. Since both of these will be couched in the same terms (ie are based on DTE taxonomies) effective comparison between the two should not prove too difficult. At the same time, decisions may be taken to replace some of the current core coursebooks with alternative core books. Indications of the nature of such changes will already have emerged from ongoing course development work. With this in mind, resources analysis from September 1984 will focus partly on potential alternative textbooks.

ii. **Pedagogical syllabus framework** - The basic framework of the pedagogical syllabus will be the overall structure of the selected core book (either current or a replacement) with modification through inserting/developing new inputs (chiefly streamlining target language and integrating phonology, discourse and other 'sub-skills' components).

These inputs should come from as wide a variety of sources as possible, including (ideally) a number of 'supplementary material textbooks' in addition to the 'core' book and our own materials.

Our current schedule involves having produced an E-level pedagogical-syllabus by end of 1984. The plan for January-July 1985 is for materials development and piloting for the 3 mainstream E courses, and for initial work on I-level pedagogical syllabus.

Teachers and teaching training -

The strong tendency of DTE supplementary materials to be over-prescriptive (to 'drive' the teacher rather than vice versa) encourages a 'laissez faire' attitude to lesson planning. A revision of course materials, involving greater attention to a wider range of communicative components and giving a higher priority to methodology, could not be properly undertaken without support from teacher training activities. Such activities would aim to make teachers aware of methodological implications, and help them to implement them in the classroom. Over and above this, teacher training is crucial both for increasing teacher awareness of syllabus development, and in encouraging their acceptance of it.

We plan to involve teachers as much as possible in 1984/85, by distributing overviews of all current courses and by encouraging teacher contributions at the materials production stage.

18.3 Report on the Design produced by Dunford Seminar Participants

(A second design for the same task can be found in Appendix C)

18.3.1 The Task

In the event Group A used the documentation provided to put together as full a picture as possible of the motivation for and the probable consequences of the syllabus design project as a whole. From there an attempt was made to provide a plan of action for defining, modifying and implementing an institutional syllabus giving consideration to rather broader issues than those outlined in the initial task.

Background and Aims

The reason given for the syllabus design project in the Case Study Originator's documentation is dissatisfaction (notably among the institute teaching staff) with the current general course system. (See Documentation Section 2.1)

There seem to be three basic requirements:

1. To provide a coherent and cohesive overall framework for the courses.

2. To provide guidance for the teachers on how the courses relate to the overall plan, and to win their approval of it.

3. To rationalise placement and testing procedures.

To deal with these requirements it is useful to draw a distinction between a pedagogic and an institutional syllabus. A pedagogic syllabus is concerned with the translation of language forms into teaching points, whereas an institutional syllabus includes, in addition to this, consideration of aspects of the local situation, such as: student and client needs/wants, staff attitudes and time, materials available and other local resources. This design focussed on the broader perspective of an institutional syllabus for Cairo, as this was more likely to cover the requirements set out above than a narrow pedagogical focus. Specific attention was paid to the pedagogical syllabus element, the adaptation of this to the local situation, the presentation of this to the teaching staff, and the consequences of this for the administration in terms of the deployment of staff and other resources.

The project reflects a number of beliefs. These include the following positions: that the rationale and objectives of the project should be understood and endorsed by the staff as a whole; the project should be informed by current thinking in foreign language learning and geared to local needs; guidance on current thought can often best be provided from outside or above WHEREAS appropriateness to local situation can best be ensured by the teaching staff (ie bottom up); syllabus refinement should be ongoing and involve all staff in order to inform them and increase their commitment to the syllabus.

Outline of Case Study Design Task

Our design considered the pedagogical, implementational and organisational aspects of producing and introducing a new syllabus.

Pedagogic Aspects

The consideration of the pedagogical implications involved an examination of the present proto-syllabus, and a comparison with syllabuses in use or

proposed for other DTEOs. This led to a proposal for a 'core' syllabus, which could be followed by different DTEOs, and suggestions for procedures for localising the core syllabus to produce an institutional syllabus.

Implementational Aspects

This section considers the presentation of the proposed syllabus to the staff, and the arrangement of seminars to carry out the localisation procedures with the production of the syllabus and of teacher's guides and student course outlines. It involves a trialling period before proceeding to the production of final versions and full implementation of the proposed syllabus and leads on to an evaluation and eventual modifications to the original syllabus.

Organisational Aspects

Here we looked at the resources available for the implementation of the project, involving aspects such as the budgeting, staff availability and the management of resources.

18.3.2 The Adoption of a New Syllabus: Pedagogical Considerations

The Current Situation

An enormous amount of work is currently being done in the Cairo DTEO (and it would seem also in a large number of other DTEOs around the world) on the production of an appropriate local syllabus. A brief comparison was made of the elementary syllabuses proposed for Naples, Madrid, Algiers as well as the proposed proto-syllabus for the Cairo DTEO. This showed clearly a large measure of agreement on the items to be taught, but considerable variation in the organisation of the items, the terminology employed and the degree of detail as regards lexical fields, topics etc ....

Thus the Naples syllabus focussed on Language Form, to which components of Language Use (which seems to be equivalent to 'Function'), Pronunciation, Stress and Intonation were equated. The Algiers Syllabus is organised around language functions with examples of language forms and indications of the situation and the source of language material to be used. The Madrid Syllabus is expressed in terms of Notions such as Existence, Location etc ..., with specific realisation of the language form to be used. The Cairo approach is different again, the syllabus being organised around Topics (such as "Personal Information", "House & Home" and so on) with additional structuring around behavioural specifications, setting, derived structures, and derived functions. Despite these different organisational approaches there was a general consensus on the language forms which needed to be taught. This has been tabulated for ease of reference in 18.3.5.

It is clear then that while a great deal of effort is going on in different centres, much of this is mere re-invention of the same wheel in different forms and that a lot of wasted effort could be avoided by the adoption of a more unified approach.

A Proposal

It therefore seems desirable that a common formula be adopted for use in different DTEOs. A particularly appropriate format for this would seem to be the Naples approach which is organised around language form.

Our suggestion of language form as the organisational focus is based on two considerations:

i. Language form is the one element which appears consistently in all the syllabi which were studied.

ii. Language form still offers the most complete and structured description of language available to us. Atempts to describe language in terms of function are still at a relatively early stage.

The list of forms would be drawn up from an existing DTEO syllabus for this level or could be adapted from descriptions of language now available.

From this list of language forms would be derived the language functions to be taught. This specification of forms and functions would constitute the core list of language to be taught in the different institutions.

The subsequent division of this list into levels, and the specification of what should be taught at each level would be determined by individual DTEOs based on local constraints such as the length and nature of the courses, the course-books used, the motivation and learning speed of the students and so on.

In addition to the division of the list into levels, the following extension work to the syllabus would be carried out at the level of individual DTEOs.

a. Deciding on suitable course books (bearing in mind cultural constraints) which would form the basis for the syllabus at each level. The core list would serve as a check list as to how far the books covered the prescribed items.

b. Indicating against the core list references to any course book chosen.

c. Drawing up cross-referenced lists of all available materials that could be used to cover to the items. This would allow teachers to cover items not included in the course books or even to dispense with a course book altogether.

d. Additions would be made to the core list to allow for any phonological problems requiring particular attention (eg p/b for Arabic speakers).

e. Separate specifications would be added for other particular local problems, such as the necessity of teaching Roman script.

f. Indications could be given of lexical fields/topic areas to be covered.

g. Syllabi for listening, reading and writing skills would be added with clear references to suitable materials to be used.

h.. Indications would be given as to the possibility for re-cycling materials and the need for revision of especially difficult language forms.

Local* responsibilities would also include the production of a clear "Teachers' Guide" for the exploitation of the syllabus and the materials available, and of a set of "Notes for Students" indicating the work to be

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*Local because of the local elements in the institutional syllabus. The format of the guide may follow general principles available to all DTEOs.

covered. This latter would help re-assure them of the reasons for certain items in the course books being emphasised, while others are sometimes re-ordered or even omitted altogether.

Some Suggestions as to the Outline of the Finished Product

The final document to be given to teachers would contain the appropriate elements of those specified above. There can be no universal format since needs will differ, and much will depend on the level of expertise of the teaching staff. Care must be taken on presentation, however, as over-prescription and excessive detail in any syllabus often turn out to be counter-productive.

A brief example of an extract from a possible local syllabus is given in 18.3.6.

As regards the skills specification it is felt that there should be a separate skills syllabus, setting out for each term the sub-skills to be practised with references to source material. An example of the Writing Skills syllabus is given in 18.3.7.

Other Optional Elements

Other elements to be included on the syllabus document for teachers will depend on:

i. The extent to which they have been involved in drawing up the syllabus.

ii. Their familiarity with the centre and its system of categorising materials.

iii. The size of the DTEO and the amount of communication between the staff in the form of meetings, teacher-training sessions etc...

iv. Whether a satisfactory induction session is held for new teachers.

Revisions of the Syllabus

Clearly no syllabus will remain unaltered from year to year as new materials (both published and locally-produced) will be introduced and will need to be integrated. Course books will need to be evaluated to determine their appropriacy in practice. It is important that teachers should be involved at all stages in any additions and amendments to the syllabus.

Implications of Our Proposal

For the Cairo DTEO our proposal offers little more than a general indication of areas that need to be considered in the next stage of their syllabus development programme. There is little in the way of concrete proposals as is perhaps inevitable from the limited time available for our Case Study.

Beyond the Cairo DTEO, however, we would suggest that we have raised serious issues that need to be faced by DTEOs working together and in association with the British Council. There would seem to be a clear need for much greater co-operation between DTEOs in the establishment of a core syllabus and in addition, perhaps shared banks of materials, which would reduce the present duplication of effort going on in so many similar institutions. The initiative should perhaps come from ELSD to set up a working party of concerned people from different DTEOs to work towards the establishment of a core syllabus and the resolution of this problem.

18.3.3 Implementational Aspects

A Plan for Syllabus Implementation:

	Task	Implementers (Key implementers underlined)	Resources
I.	Design of core syllabus	Dunford CSDT group DTEOs ELSD	1. DTEO syllabuses 2. Published syllabuses (eg Threshold)
II.	Re-ordering and restating (if necessary) of	DOS ADOSs Course Coordinators	1. Core syllabus 2. Local knowledge of DTEO course structure.
III.	Syllabus Seminar - to consider how the core syllabus can be converted into a syllabus for DTEO Cairo	ADOSs Teacher trainers Coordinators Teachers	1. Core syllabus 2. Teaching materials used in DTEO Cairo 3. Teachers classroom experience. 4. Knowledge of local environment 5. Data on student and client needs/wants
IV.	1. Fully localising core syllabus 2. Production of teaching guides and student course outlines to link local syllabus to course-books and supplementary materials.	ADOSs Coordinators Teachers	1. Core syllabus 2. Feedback from syllabus seminar 3. DTEO Cairo teaching materials.
V.	Trialling	ADOSs Coordinators Teachers	1. Local syllabus 2. Teaching guides 3. Student course guides 4. Teaching materials
VI.	Production of final versions of: 1. Local syllabus 2. Teaching guides 3. Student course outlines	ADOSs Coordinators Teachers	
VII.	Full Implementation Monitoring, evaluating, testing. Ongoing re-writing and up-dating procedures	ADOSs Coordinators Teachers	

Syllabus Seminar

A. The syllabus seminar is a key stage in the syllabus implementation procedure as it is the first point at which teachers become fully involved with the modification of the core syllabus that will finally result in an adapted local syllabus.

B. In view of its importance, the seminar should occupy a full day and be attended by all teachers.

Further work on the syllabus should be carried out in small workshop groups supervised by teacher trainers/coordinators. The groups should meet regularly but for short periods.

C. Suggested seminar aims, methods and sample group task sheet material:

C1 AIMS:

C1.1 To inform teachers of current DOS and ADOS thinking on syllabus implementation.

C1.2 To reassure teachers that the introduction of the syllabus and consequent course reorganisation will not entail the sacrifice of good teaching methods for the sake of administrative convenience.

C1.3 To give cohesion and direction to the syllabus project by focussing on key areas for discussion:

- How to localise the core syllabus as fully as possible.
- How can the syllabus be made teacher friendly and learner comprehensible.
- How can the syllabus be monitored and evaluated after initial implementation.

C1.4 To guide the discussions towards a positive expression of constructive proposals and away from the purely negative voicing of the problems involved in implementation.

C1.5 Within the constraints of C1.3 and C1.4 to give the teachers full opportunity to discuss all aspects of the project among themselves and with the senior staff.

C2 METHODS:

C2.1 A limited input from the ADOS in the form of a general summary of proposals and short introductions to the key discussion areas. ADOS' input should be limited to avoid creating the impression amongst teachers that they are being lectured on matters that are being imposed on them from above with no consideration for their thoughts on the matters.

C2.2 Group discussions amongst teachers of the key issues followed by plenary feedback.

C2.3 Task sheets to guide group discussions in a positive direction.

C3 SAMPLE GROUP TASK SHEET:

GROUP DISCUSSION 1: HOW CAN WE MAKE THE SYLLABUS 'TEACHER FRIENDLY' AND 'LEARNER COMPREHENSIBLE'?

1. "I can teach from a book - as long as I like it - together with my own materials; but certainly not from a long list of grammatical items!"

   - Is this how you feel?

2. How can we make the proposed syllabus 'teacher friendly' - ie by transforming it into usable teaching guides?

   - What should a teaching guide look like?

   - What should it contain?

3. How many core coursebooks should we maintain for each year?

   - Which books?

4. "I want to finish the whole book. Why are we leaving out some of the units?" (A student)

   - Think of a convincing answer.

5. How can we make the syllabus 'learner comprehensible'?

   - What kind of course outline should we give to students?

   - What should it contain - grammatical terms?
     functional items?
     both or neither?

18.3.4 **Staff Organisation**

Proposals

1. For syllabus reform in DTEO Cairo to be effective and non-divisive there must be an organised commitment to development and implementation at all levels from ADOS to locally-engaged teachers.

   (DOS will, of course, also be involved to the extent that other duties allow.)

2. Such organised commitment presupposes:

   2.1 A clearly differentiated chain of command and responsibility for the different tasks involved in implementation (see previous Syllabus Implementation section).

   2.2 Specific contractual allocations of time on a regular basis:

   eg - initial syllabus seminar: one full day for all staff

   - syllabus task groups: two hours per fortnight for all teachers

   - progress review seminars: ½ day every six weeks (ie twice a term) for all staff.

3. A specific amount of the non-contact time written into the contracts of London-appointed staff must be reserved for syllabus development. This time allocation must not be eroded by the demands of other duties - eg day-to-day running of the DTEO.

4. Locally-engaged teachers must be similarly involved in syllabus development.

   We propose, therefore, that all LE teachers (none of whom have non-contact time within their present contracts) be paid to participate in syllabus development for two hours every fortnight. Finance for this will be available if the proposal to appoint three more developers for 1984/5 is abandoned.

5. The distinction between 'developers' and 'maintainers' should be abolished as we feel it leads to an over-rigid compartmentalisation of responsibilities.

   Developers and maintainers should become 'co-ordinators'.

6. Some of the present non-contact time specifically allocated to teacher training and lesson preparation can justifiably be annexed to syllabus development without prejudicing the day-to-day running of the DTEO.

   The planning and implementation of a new syllabus necessarily involves elements of teacher training and lesson planning that should be of concrete benefit to all teachers.

Time available per week for non-teaching activities

POST	CONTACT HOURS	NON-CONTACT HOURS
L/C ADOS	6	27
L/R ADOS	6	27
L/R RESOURCES OFFICER	12	18
L/R ASST RESOURCES OFFICER	12	18
MAINTAINERS X 6 (L/R = 4, L/E = 2)	108 (18 X 6)	54 (9 X 6)
DEVELOPERS X 3 (L/R = 2, L/E = 1)	54 (18 X 3)	27 (9 X 3)
TEACHER TRAINING Assts X 3 (L/R = 2, L/E = 1)	36 (12 X 3)	54 (18 X 3)
L/R TEACHERS X 13	312 (24 X 13)	* 26 (13 X 2)
L/E TEACHERS X 19	?	** 19 (19 X 1)
		270 hours per week

L/C = London contract
L/R = London recruited
L/E = Locally engaged

Note: - * To be reserved for syllabus development

- ** 2 hours every 2 weeks - to be paid extra

- Of the total of 270 non-contact hours per week 19 will need to be paid for above the present budget. Suggestion: do not create 3 extra posts for developers.

Task responsibilities

ADOS (Course development) & ADOS (Teacher Training)	To be responsible for preparing the core and local syllabuses for Elementary, Intermediate and Higher levels
TEACHER TRAINERS X 2	Coordinating with ADOSs Organising syllabus seminars and task groups
TEACHER TRAINER X 1	Organising pre-service training
RESOURCES OFFICER ASST RESOURCES OFFICER CO-ORDINATORS	Preparing teaching guides and student course outlines
TEACHERS	Attending seminars and task groups - eg level meetings, course meetings, skills meetings - organised by coordinators. Suggested seminar format: 1 hour: full session organised by teacher trainers 1 hour: course/level meetings organised by coordinators

LANGUAGE FORM	AS EXPRESSED ON SYLLABUS FOR			
	NAPLES	MADRID	ALGIERS	CAIRO
Good morning/afternoon/evening. Hello. How do you do? How are you? Good Bye.	Greetings Introductions Meeting Leave Taking	Formulae	Introducing yourself and others. Greetings	Derived function from the topic "Personal Information"
Prepositions of place: in/on/at/ in front of/behind/ opposite/between	Locating	Location/ Direction	Requesting and giving descriptions of location.	Derived structure from Personal Info./House & Home/Travel.
There is + adj + noun. There are + adj + noun. Is there a/ any? Are there any? Short answer forms.	Asking for & giving info.	Existence	Inquiring & informing about existence & non-existence.	Derived structure from House & Home.
Present simple + contractions + short forms	Talking about regular activities/ routines/habits/ states.	Routine/ Present states	Habitual actions.	Derived structure from Personal Information/ Travel/Occupation

The syllabus breakdown in the individual centres is according to the following categories:
NAPLES: Language form. Language use. Pronunciation/Stress/Intonation. Comment.
MADRID: Notions. Specific Realisations.
ALGIERS: Functions. Realisations (with some indication of situation). Some indication of source of material.
CAIRO: Topic. Behavioural Specification of Setting. Derived structures. Derived functions.

18.3.6

Suggested Syllabus Format for a Structures and Functions Syllabus. Elementary Level, Term 1, Year ?

LANGUAGE FORM	LANGUAGE USE	COURSE BOOK REFERENCE	EXTENSION MATERIALS	PHONOLOGY	COMMUNICATIVE ACTIVITY/TASK
Can/could	making requests and offers	Text Book ___ Unit _____ Page _____	Worksheet _____ ETV Unit _____ Video: VE Unit __	[u] phoneme in "could" must remain short.	Cue card: Set "C"
Can	speaking and enquiring about abilities	Text Book ___ Unit _____ Pages _____	Worksheet 20 Encounters Unit 3 page 9	Insist on weak forms in phrases like "I can play the guitar"	

The basic syllabus for Year 1 should be a guide available to the teacher, giving indications of the main points to be covered and the materials available for this. It should not be prescriptive to the point where it gives rise to resentment among the teachers, but it should provide enough guidance for the young and less experienced teacher.

Writing Skills Syllabus. Elementary Level, Term 1, Year ?

SKILL	TEXT TYPE	TASK	SUGGESTED SOURCES OF MATERIAL
Use of cohesive devices. Linking sentences "and"	Letter to a pen friend giving personal details	Transfer of info from registration card	Basic Writing Skills Unit 1, p 4
Use of anaphoric reference pronoun "it".	Description of a place	Completion of a paragraph based on picture/plan. Transfer of info from a notice to a para.	Encounters Unit 1 Basic Writing Skills Unit 2, p 9

116

18.4 Two Reactions to the Design

These reactions were produced by other design groups in the evaluation exercise on Monday 23.

18.4.1 First Reaction

A The group was generally very impressed by the document and the amount of work and thought which had clearly gone into it.

B Discussion with the informant from Cairo A highlighted the problem of producing a document which accurately reflected what was, in fact, intended by the group. Misgivings we had about a number of areas were cleared up by the more extended explanation the informant was able to provide. Thus, at times the document actually seemed to get in the way.

C The Cairo A approach seemed to represent a product oriented approach to the issue of syllabus design with their desire "not to reinvent the wheel". We felt, however, that there is a strong case for the process involved here and that it is one of value to their gaining experience in the area of syllabus design.

D The task had been well tackled from an administrator's point of view, but the mechanisms for teacher/learner involvement were vague (understandable, given the time available) and should be accorded a considerably higher priority. Reflection upon our own product (Cairo B) and that of Cairo A seemed to emphasise the need for both administrative and teacher/learner perspectives to be taken into account from the outset.

E If language form is to be the basis for the organisation of the syllabus (and it was not clear that it actually would, after discussions with the informant) we were worried about it producing a retrogressive step in teacher orientation and methodology.

F We were very interested in the possible implications of a world-wide syllabus for DTEOs, although we had insufficient time to explore them in detail. Areas of concern which were raised included:

i. a centrally imposed core appears to be at odds with a learner oriented approach.

ii. the idea that a local element can just be tacked on to a central core seems questionable.

iii. a common core would seem to be in existence already (ie Threshold etc).

18.4.2 Second Reaction

By examining different parameters for the basis of designing a syllabus which would be appropriate to more than one DTEO while allowing for modification within the local context of each DTEO, the group has produced a useful document for evaluating the proto-syllabus already prepared for Cairo.

Certain reservations were made about a syllabus based purely on forms without any guidelines on how certain skill-based elements may be integrated or run parallel to the core elements.

The review group welcomed the flow chart for consultation at different levels but wondered how this would be coordinated in practice.

18.5 Reaction of the Case Study Originator

In terms of value to the Cairo DTE, Cairo A's design provides us with some very useful points of reference and food for thought.

For example, of particular relevance to us is the distinction drawn between a relatively narrow 'pedagogical syllabus' and a wider 'institutional syllabus'. We appreciate the emphasis on teacher understanding and acceptance of any syllabus development project, and on involving as wide a cross section of staff as possible in syllabus development issues. Although we were already aware of the need for this, the importance which the group gives to it serves as a useful reminder not to lose sight of such considerations at a critical time in the project's evolution.

More specifically, some of the points made under the 'implementational aspects' section look useful and viable for Cairo. We particularly take note of the suggested teaching guides and student course outlines (see also Cairo B's design in Appendix C) of the sample 'group task sheet' for staff seminars, and of the underlying emphasis on any syllabus being both 'teacher friendly' and 'learner comprehensible'.

Perhaps inevitably, some of the more detailed suggestions for implementation (eg the division of task responsibilities) are not necessarily the most practical/feasible given the other responsibilities of the posts involved and local constraints of which the group could not hve been fully aware. However, the general principle - the need for careful planning and implementation of a comprehensive institutional syllabus - is still a very valid one.

The report also discusses the wider issue of providing a common syllabus formula for various DTEO's. This topic has already arisen in correspondence between DTEO Cairo and ELSD, and Cairo A's comments add more grist to the mill - particularly at a time when a number of DTEO's are looking at ways of achieving a more cohesive and comprehensive syllabus. We concur entirely with the report's comments on the 'reinventing the wheel' syndrome, and on the consequent need for a central coordinating body.

However, the report's suggestions still seem to leave the bulk of the actual work in the hands of individual DTEO's (see points a. to h. listed under 'A Proposal'). Further investigation might suggest that the area of common needs between DTEO's is greater than at first appears.

For example, the report suggests that although there should be a single list of language forms and functions used by different institutions, it should be left to the respective institutions to "indicate against the core list references to any course book chosen". Working on the assumption that there is an identifiable range of basic textbooks which different DTEO's use in common (certainly at Elementary and Intermediate levels), the task of cross referencing commonly used course books with taxonomies could more economically be done centrally. To leave the job to individual DTEO's would, perhaps, be reinventing the wheel on an unnecessarily large scale. Certainly our own materials description project has indicated how time consuming such a process can be, even on a relatively small scale.

Similarly the report delegates the stage of drawing up and cross referencing "syllabi for listening, reading and writing skills" to the DTEO level. There may well be less of an identifiable common core amongst different institutions particularly as regards the appropriacy of specific sub-skills, particularly at higher levels. Nevertheless, fairly comprehensive taxonomies of skills, discourse and phonological specifications (perhaps of the kind produced at Cairo DTEO) should be as generally applicable as those for language form and

function. Equally, amongst the growing number of 'supplementary material books' there might still be an 'inner group' comprising those most commonly used by DTEO's. There may, then, be a strong case for investigating the validity of centralising the process of cross referencing selected books with taxonomical lists across the standard classifications - language form, function, topic, phonology, discourse and other 'sub-skill' areas. Developments in the Eurocentres/Bell/British Council Database Project may well prove valuable in this respect.

Less easily centralised would be the production of a standard 'proto syllabus' in which the various classifications were meshed and organised around a specific component. Cairo A's design rightly questions the usefulness of 'dictating' a particular approach in this respect. However, it's subsequent suggestion - of a syllabus "organised around language form" from which language functions would be derived - might still be perceived as arbitrary and prescriptive, given that DTEO's individual needs are likely to require particular combinations of particular items. Unlike a relatively discrete and 'independent' system of materials description, a proto syllabus is (by definition) a prelude to materials design and production. DTEO's might well have difficulty in squaring one (central) approach with those used in their various textbooks, as well as those ideally preferred by the particular institution. Rather than integrating specifications around an organising principle, an alternative might be modular banks of centrally coordinated/printed British Council materials. Two factors could lend weight to this approach. One is copyright, since the unlimited photocopying of printed source materials as a means of achieving a more eclectic and comprehensive syllabus could be a costly business re payment of royalties etc. Secondly, if there were some measure of agreement between DTEO's that areas of 'communicative competence' (especially the sub-skills) were inadequately catered for by most standard textbooks, then British Council printed materials focussing on these areas might be a desirable solution.

In conclusion, I hope that Dunford participants from both Cairo groups found the discussion and ideas arising from the case study as thought provoking as we have found their final reports to be.

19.0 INTERIM EVALUATION

The purpose of this session was both to look back over the week's work so far, and, in the light of any comments made, to look forward to the next week's programme, suggesting any possible adjustments.

The Week's Work So Far

Dick Allwright gave his view of the design of the seminar so far. He saw the seminar itself in terms of a curriculum and expressed the hope that the design had benefitted from the experience gained in previous seminars.

He exemplified his view of the seminar by referring back to the five concepts of the curriculum expressed in the Eisner and Vallance article (see Appendix A) and situating the present seminar as follows:

i. One main approach was that of "self-actualisation" with participants now at the stage of developing their own ideas.

ii. There was some element of "social reconstruction" to the extent that in some of the KELT projects under discussion education was seen as an agent of social change.

iii. The seminar was not orientated towards "the development of cognitive processes".

iv. It was avoiding the approach of "curriculum as educational technology".

He therefore saw the primary aim of the seminar as "promoting the productive processes" for the participants, but not without paying due attention to the content in the form of ideas from outside. As regards performance objectives, it was up to the participants to evolve their own in the form of a personal agenda, in which they should be helped. On the theme of 'new ideas from outside', ie 'encounters with relevant framework', he went on to query whether the pre-course work had actually helped to make sense of the subsequent tasks, and was assured that this had been so. In his view the seminar had provided opportunities

i. to share experiences and ideas and hence to catch up on ideas,

ii. to make use of ideas in problem solving activities,

iii. to generate new ideas,

as well as providing an experience that might be of value in itself in future collective decision making. This would include the 'people management' aspect of any design project.

At this point the process diarists for the different groups were invited to bring up any points arising from the group activities.

The most important discussion which emerged revolved around the following points:

<u>Should participants have complete freedom of choice of selection of task, or should the planners determine this</u>?

Some people felt it was more important to have had experience of the geographical area rather than the ELT field involved (ie an Arabic background for a certain task was more important than a teacher - training one) as this would prevent transferring ideas from your own setting to another where they may not be appropriate.

Others felt however that it would be frustrating to be in a group which bore no relevance to one's own situation.

Which is more important, the process or the product?

There was no consensus on which should be considered more important. Nobody felt that either process or product was totally irrelevant however! One comment was that reflexion on what we've done and how we've done it, does not make this the main point of the exercise but can be useful for future seminars. One participant exhorted us all to look at this question in terms of our own personal agenda - What is the value of the product to you personally?

How important was the group management angle?

Some groups said they had very strong views on who did what and weren't sure whether this was a strength or a weakness. Other groups felt that the fact that the task was at one remove from them and unreal, meant that it didn't matter at all who did what - it was all very hypothetical anyway.

There was also varying views on whether the process diarist should feed back insights gained from previous sessions in order to assist the group process ie "We got bogged down yesterday, so let's see if we can avoid that today."

Most groups felt that there was no pressure to actually finish the task itself given the value of what they were doing. For the same reason one group said that they preferred working all together, rather than splitting up into subgroups, which they would have done, had they considered the end product to be more important than the discussion.

How useful were the plenary sessions?

The general feeling was that they were very useful as a peg for the group task discussions, but that it was too soon to evaluate their long-term usefulness: an incubation period was needed.

What was felt about the observers in groups?

Again there was a fair amount of disagreement as some groups/individuals found them useful (as long as they participated and didn't just sit there) while others found them intrusive (and would have preferred them to just sit there and keep quiet!) There was a suggestion that the role of observers should be discussed beforehand. The majority felt that one observer at any one time was quite enough.

The Following Week's Programme

The scheduled programme for the second week was felt to be generally acceptable and all agreed that no changes were necessary. Discussion focussed on the options day.

It was explained that this had been included since participants in previous seminars had often felt that no time was left for them to devote to their own

personal interests. Participants were then invited to make suggestions for sessions and the following options were proposed:

i. In-service training for KELTs

ii. In-service training for DTEOs

iii. Syllabuses and courses at upper levels

iv. In-house testing in relation to syllabuses

v. Mechanisms for teacher/student involvement in the implementation of syllabuses

vi. Training for teachers who are implementing curricula.

The options were organised and run by the participants for the most part.

20.0 OPTIONS

Six options were proposed, which resulted in a heavy schedule for the day. Several sessions had to be run concurrently which meant that participants had to choose between various options. In the event, the day proved so intense that the final session "Mechanisms for teacher and student involvement in the implementation of syllabuses" was dropped on general agreement. The following is a brief report of the issues addressed by the different option groups.

20.1 In-house Testing in Relation to Syllabuses

The main part of this session was devoted to a report by two of the participants on a large scale in-house testing project in Italy: The Foundation Certificate. This was a low-level achievement test for students at the 200/250 hour level of English in the Italian Direct Teaching of English Operations. The report consisted of two parts, the first an historical account of the development and administration of the test from the Italian point of view, and the second a description of the content of the test and associated documents.

The historical report covered the checkered past of the test, highlighting the problems which had arisen in trying to achieve a system for writing and running the examination. It also recorded the realisations and insights gained by the staff involved.

The description of the test covered the four papers: Reading, Writing, Listening and Grammar. The Oral test was also mentioned. In addition to the skills papers two administrative documents were also described, these were the Marking Guide and the Invigilator's Notes.

In conclusion it was stressed that a number of lessons had been learned from the exercise. These included the realisation that to produce a valid test a great deal of investment in terms of staff time and resources was necessary. In addition the test should be based on a clear specification related to a teaching syllabus. This was to ensure consistency between one test and later versions. The whole exercise had demanded a great commitment on the part of the Italian staff, which could probably not be sustained in the future.

20.2 Syllabus and Courses at Advanced Level

This session provided an opportunity for the informal exchange of ideas and experience in teaching advanced classes. The participants came from a wide range of DTEOs of different sizes, for example, institutions in Algeria, Senegal, Spain, Turkey and Venezuela were among those represented. Advanced level was defined as post Cambridge First Certificate. Among the issues addressed were the following topics: materials for advanced courses, the use of video at advanced levels, student motivation, and examinations. There was a great deal of common experience in all these areas.

Materials

Many textbooks were discussed and evaluated by the participants in the light of their personal experience of using them. Other materials for such activities as role plays, simulations etc. were also reported on.

Video

A number of participants were enthusiastic users of video in advanced classes. They reported on techniques for using video and sources of information about these.

Student Motivation

There are two main groups of students at this level, those who are preparing for public examinations and those who are studying for other reasons. The exam orientated group generally prefer a more traditional approach to learning, but this was not felt to be a bad thing. Learners not preparing for exams were felt to be both more flexible and more demanding. With both these groups the problem of maintaining interest and enthusiasm was felt to be a challenge (preparing for advanced examinations is a long business).

Examinations

A range of examinations are used in the DTEOs including: Cambrudge CPE, RSA Communictive Use of EFL, and the Oxford Delegacy examinations. The general feeling about examinations was that they were useful markers of progress and sources of motivation.

Finally some time was devoted to discussion of the place of literature teaching at advanced level. The experience was that there is quite a demand for literature teaching and that there was a potential teacher training need here.

20.3 Training Teachers who are Implementing Curricula

After a short introduction the participants spit up into three groups to address the problems of implementing curricula in three different types of institution: DTEOs, Ministries of Education, and Tertiary Level Institutions.

All three groups were concerned largely with identifying the constraints peculiar to the institutions they were considering and then developing strategies and procedures for overcoming these constraints. A major issue for all was that of how to enlist the cooperation of the personnel involved in implementing curricula. Personnel identified included teachers, teacher trainers and senior staff, and educational inspectors and administrators.

The strategies adopted in most cases included the following: clear statement of objectives or rationale for the proposed changes, addressing the training needs of the staff involved in the implementation, consulting and involving the different parties involved in the implementation as much as possible without jeopardising the feasibility of the project. Of particular interest was the realisation that in many situations a multi-levelled approach was necessary. This would involve employing different strategies with different groups of interested parties, for example, the approach to teachers will most often be different from that to educational administrators, but both should be accounted for in an action plan.

20.4 Staff development in DTEOs

At the beginning of the session a discussion sheet entitled 'A Proposed Staff development Model for DTEOs' was distributed to all participants.

Discussion focussed on what stages and types of training might be necessary to ensure both requisite standards in DTEOs and career development for individual teachers.

The model proposed four main categories of staff:

1. Unqualified non-staff (new entrants to the profession)
2. Minimally qualified staff
3. Middle-level qualified staff
4. Senior staff

Discussion focussed on the definition of these groups and what forms of training already existed for them and whether these were adequate. Formal qualifications such as those offered by the RSA and university courses such as Diplomas and MAs were referred to, but an attempt was made to establish what other in-house training might be suitable in promoting institutional standards and teachers' career prospects.

20.5 **In-service Training for KELTs**

Topics addressed in this session included the place of such seminars as the Dunford House Seminar in the general provision of updating and training for KELTs. Participants valued this kind of seminar highly and felt it had a continuing place in in-service training for KELTs. In addition to this the issue of project and man management training for KELT officers was also addressed.

21.0 SEMINAR EVALUATION

21.1 Where do we go from here?

Introduction

It is quite possible to leave a seminar such as this one with a hazy, euphoric feeling that it has all been very good - and then get back to work after the holidays and carry on as before! What exactly is the value of spending ten professionally stimulating days focussing on a topic such as "Curriculum and Syllabus Design in ELT"? To answer this question it is useful for participants to pause for a while and think back over the issues and events of the seminar, and then to consider what difference the experience has made to their own thinking. What will they do differently on their return to work? Has their understanding of the issues changed in any respect? What message will they carry back for their colleagues? The answer will, of course, be different for each participant, but it is well worth reflecting on the questions because they will help each of us to clarify in our own minds what we have gained and what we take away with us.

The Issues

In a group exercise on the first day, participants came up with a list of seven major issues in curriculum design: these were (see section 15)

- identifying learners' needs and wants
- involvement of the teachers
- identifying relevant local factors or constraints
- the role of methodology
- the relationship between the syllabus and learning
- specifying the content of the syllabus
- evaluation: what is to be evaluated, and how?

Most of these points were dealt with in some way, though not always in the way implicit in the first day formulation. It was interesting to reflect on the way in which this seminar contrasted with earlier Dunford Seminars on syllabus design (1978, 1979) which had concentrated on syllabus content from a particular viewpoint. There does not seem to be a current orthodoxy - except perhaps that there is not, and should not be, such a thing; that we need to be open-minded in ELT and take a wide range of factors into account, not just the professional or academic. For this reason it had been particularly interesting to hear from Janet Maw, as an education specialist who professed no knowledge of ELT, about three main approaches to syllabus design: content, outcomes and process (see section 3.0).

In the design tasks as well as in the input sessions we looked at three vital elements in curriculum development: design, implementation and evaluation. These are sometimes considered, in linear fashion, to be three linked but separate phases of many projects, each with its appropriate chronological slot. As the seminar progressed, however, it became more and more clear that these three elements are in fact inextricably linked. Design, implementation and evaluation are like the facets of a gemstone: on the surface each element can be distinguished (and labelled), but when we go beneath the surface of any one, we find that we are also partly below the surface of the others, and as we look deeper still we see that the elements are inseparable, indistinguishable. When we are considering one, we are considering all three. And in fact, as with a gem, there are a number of other facets of

educational issues and projects. The view we have of any one of these facets depends not only on the play of light reflected directly off the surface, but also on the light which enters through the other surfaces and is refracted through the stone. When we look at syllabus design issues, we are inevitably also looking at aspects of implementation and evaluation. We cannot consider any one in isolation, but must recognise that we are concerned always with all three to a greater or lesser extent.

In our own consideration of design, implementation and evaluation, we identified a number of important factors which had to be taken into account in relation to all three.

1. The needs and wants of the learners, not just as language teaching fodder, but as individuals with educational and cultural backgrounds, with hopes and aspirations, with changing requirements which were often ill defined and so on.

2. Specification of the aims of a syllabus. A syllabus should not exist in a vacuum. Its purpose should be clear, and it will then be possible to specify clearly what is needed in terms of materials, tests, methodology and procedures.

3. Resources. Any development requires resources: it is important to establish carefully what exactly will be needed, and to take the necessary steps to secure them. It is pointless designing a syllabus which is going to require material or human resources which are not available.

4. Constraints. There are always factors within an educational environment which ultimately determine what can be achieved. It is important to identify these factors, to test them a little (where appropriate) to establish whether they can in fact be circumvented, and then to incorporate them in as positive a way as possible.

5. Consultation. It is essential to involve teachers and learners as much as possible in the process of curriculum development. They are the people who will be most affected, and their attitudes will effectively determine the success of any implementation. Better therefore to encourage a positive and helpful attitude than to risk non-acceptance of new ideas.

6. Public Relations. It is not easy for all groups concerned to understand what is involved in curriculum development. Each group has its own concerns, and requires information of a different sort (think of teachers, Ministry officials or sponsors, and learners) to ensure its continuing support. Public relations are important at all stages of a project, and can be crucial: it is of no value whatsoever to have designed a wonderful course which the learners find extremely effective if a powerful official feels that it is inappropriate and scraps it. Maintaining clear channels of communication is vital.

Evaluation received particular attention, perhaps because it tended to be neglected, especially when there were scarce resources. It should be built in from the start with clearly expressed objectives. Appropriate resources then need to be committed, and a certain amount of honesty - and even bravery - is needed in assessing performance in relation to the specified objectives, and in making the results known. Bad results should not be seen as the end of the matter. It may well be that the evaluation procedures are invalid. Alternative procedures should be experimented with; and there can be

reassessments of the aims of the evaluation procedures, of the groups they are aimed at, and of the best way to get particular messages across to particular groups.

Finally three issues are suggested as being likely to receive attention in the immediate future.

1. The "common core" syllabus. We found that there were many problems in reaching agreement in a specific situation on how to identify and specify the elements in a common core syllabus, and that there were therefore many further problems in attempting to design and implement any such thing. Nevertheless there is a considerable interest within the profession in this concept, and a certain administrative and economic imperative, which means that the problem has to be faced.

2. Implementaion of new ideas is something most of us are involved in, whether supporting or resisting! In either case we should remember to try to distinguish between the essential elements and the attendant paraphernalia (the spirit and the hooha), and to assess carefully whether there is any value in the hooha which is worth capitalising upon.

3. Evaluation should be seen as an integral part of the syllabus design and should be planned into any curriculum development project from the beginning so that it can assist in the process of design and implementation.

21.2 The Evaluation Procedure

The end of seminar questionnaires (see list of questions below) were handed out to participants well before the end of the seminar to give them time to think about the questions and their reactions to the seminar. Most participants came to the evaluation session on Thursday morning (ie the last day) with questionnaires already filled in. At the beginning of the session they were divided into groups and asked to discuss their reactions to the seminar. The groups later summarised the points they had made about the seminar and presented these in a plenary session at the end of the morning. After this open discussion, participants were given time to add to or change their completed questionnaires before these were finally handed in.

The objective of this procedure was to give participants a chance to reflect on the seminar both alone and together with other participants in the hope that this would provide useful feedback to the seminar planners. Much of the feedback will prove helpful in future seminar design.

PARTICIPANTS EVALUATION QUESTIONNAIRE

1. In what ways do you think that this seminar will prove useful to you in your work in the next year or two?

2. Which topics or areas covered in the seminar were most relevant and useful to you? Which were the least relevant? Why?

3. Which of the input sessions provided you with the most/least useful content?

4. Which activities did you find most/least absorbing and effective? What in particular do you feel about the Case Study Design Task and Review?

5. How did you feel about the balance of input and information sessions to group tasks? Would you have liked more/less input, more/fewer group tasks?

6. We had one main outside contributor in each week, with supporting speakers: do you feel this worked well, or do you think other alternatives might have been more successful? Why?

7. Which of the morning and afternoon speakers were most effective in their manner of presentation, and why? Which were the least effective and why?

8. Which of the evening sessions were most informative and enjoyable? Which were least so? Why?

9. Was the length and intensity of the seminar too light/about right/ too heavy? Why?

10. Please add any comments you have about other aspects of the seminar.

21.3 Participants' evaluation

The professional value to participants of Dunford 84, as of previous Dunfords, must ultimately be judged by the individuals involved in terms of the impact it has on their work. To measure or even describe this impact directly is an unattainable goal since the effects may be immediate or long-term, manifest or latent, direct or indirect - and indeed positive or negative! Clearly, however, if we subscribe to the principle of evaluation, reiterated throughout the seminar, we have an obligation to apply it to Dunford 84 (and other Dunfords) as far as this is practicable.

One such application which could yield interesting results is a comparison of participants' first impressions of Dunford 84 (its usefulness, relevance etc), collected at the end of the seminar, with their 'matured' views elicited at a particular interval or intervals later. This should at least give some indication of what if anything persists beyond the 'hazy euphoric feeling' of the seminar itself and also what may have been activated by interaction with the participants' job situations.

The questionnaire (see section 21.2) was drawn up with the primary purpose of soliciting participant's views of what they felt they had got from the seminar while the experience was still fresh in their minds; a secondary purpose was to gauge reactions to the design and conduct of the seminar itself. Comments on the latter are already feeding into the planning and design of Dunford 85; feedback on the former will provide the detailed base-line data against which subsequent comparison of participants' views of Dunford 84 can be made. Here it is possible to make a selection from participants' comments and especially those relating to what they felt they had got from the seminar - since this is the area likely to be of most interest to participants and readers alike.

Perhaps the strongest impression which came through from the answers to the questionnaire is the variety - at least in emphasis - of ways and topics which participants found most useful. This is not simply a reflection of the differences in the groups represented in the returns (13 ODA, 6 DTE, 5 BC/other). There is as much variation in what eg individual KELTs got out of Dunford as DTE staff and this is largely a function of the personal agendas which participants brought to the seminar.

Some were more interested in the theoretical background, others in the practical application. One KELT, for example, singled out 'information on theoretical aspects of curriculum and syllabus design', while another highlighted 'a set of criteria .... against which to set practical decision-making'. The wide spectrum of views on what was most useful and relevant is further confirmed by the generally favourable response to the principle of an options day 'an excellent idea' which 'allowed the possibility of discussing problems of mutual interest with colleagues in similar situations'.

Within the diversity of comment about particular issues, there emerge, however, a number of common attitudes to how views were shaped and affected by the seminar. Recurring themes here are 'clarify' and 'broaden' - the first covering what participants variously described as 'an overview', 'a framework', 'a frame of reference', etc, the second subsuming 'new ideas', 'insights', 'horizons broadened' etc. To this should be added a widely felt sense of 'mental refreshment' and appreciation of the opportunity to 'exchange ideas'. As one participant put it: 'a good opportunity to have time to reflect without the normal day-to-day immediacy of coming up with the goods'.

On the content (product and process) of the seminar, participants' views of what was most relevant to them were clearly influenced by their personal agendas, but aspects of syllabus design (including the case study design tasks) and evaluation attracted most comment. On syllabus it was the aspect of 'implementation' which was most relevant for one participant; for another the syllabus 'as a negotiated product'; for another 'heightened awareness of teacher and learner involvement in syllabus planning'; yet another found the 'inputs from outside ELT' especially valuable. On evaluation it was its 'integration .... into syllabus' that was most useful for one participant because as another explained 'it often does get tacked on to the end of syllabus design'. One KELT felt it was not possible to single out particular topics because they appeared 'to form a unity .... and contributed to the whole'.

Other factors which influenced the view of participants on the relevance of the content of the seminar were presentation and group interaction. This was true even when topics per se were of interest: to one DTE participant 'everything was relevant except the session on materials - it should have been but wasn't'. Or, as one of the KELTs commenting on the 'inextricability' of presentation from content, put it: 'Some sessions were "sold short" by poor presentation and conversely others were brought to life by the reverse'.

Similarly the usefulness of group-based activity not unnaturally depended to some extent on the group interaction. For one participant the case study design task 'was effective. However, the group .... relied too much on "conventional wisdom" and accumulated experience and was "resistant to change"'. For another, the case study design task was 'most absorbing' but in the evaluation exercise ' we didn't gel as a group in quite the same way'. On the group tasks in general, however, while reservations were expressed about the time available and the number and complexity of tasks (eg 'more time on (better) shorter, more manageable tasks would have been more satisfactory'), there was a generally positive response to the group activity particularly with respect to the process aspect: 'The process of working out a design for syllabus and evaluation was much more useful than the product, although the product did pin down the process'. Some participants had an unreservedly favourable view of the group activity, for example, the KELT who saw it as 'an extremely revealing simulation of the processes involved in design and evaluation, raising and focussing on particular problems in eg what mechanisms are needed to make syllabus implementation more likely to be successful'.

One other aspect of the seminar where it is perhaps worth reporting the views of respondents here is their attitude to themselves as participants (vis à vis each other, the course organisers, lecturers etc) and as groups (KELT, DTE, BC etc). On the first point, at least one participant was unhappy about what he described as 'too much self seriousness, jargon chopping, competitive one upmanship (in the nicest possible ways)' although even he/she saw an improvement in the second week: 'less tension, glowering, clever-booting'. On participant interaction a typical view was that 'people mixed well' and that the seminar was characterised by an 'absence of personality clashes'. The differences in the backgrounds/situations of participants were generally seen as an advantage rather than the opposite. As one KELT put it: 'A good mix of participants: it is useful to know how these matters are approached in DTEOs (and CBT) as well as in other KELT projects'. Another KELT stressed the importance of a theme which cut across sectional interests: 'Success of this seminar derived from a theme - a design task of genuine interest to both KELT and DTEO/BC groups: just putting those two groups in juxtaposition won't itself produce a useful exchange'.

Finally, what of the follow-up? There are clear indications from the replies that the value of the seminar will extend beyond its immediate impact; that some areas will be 'immediately useful, the other areas subject to incubation and synthesis'; that 'several concepts and practical ideas will resurface and become useful'. How can we find out whether or to what extent this happens? One way is to send out a follow-up questionnaire, as suggested above. This idea is echoed in one participant's feeling that 'there should .... be some further evaluation at a remove in time from the event itself (eg 6 months or 1 year)'. This would at least allow some omissions in the questionnaire replies to be made good. As one participant earnestly remarked when asked for additional comments: 'These I will add (really!) from a larger perspective - say next year!'. When Dunford 84 participants are filling in another set of questionnaires in the summer of 85 they should bear in mind that the suggestion of follow-up evaluation came from their own ranks!

Beyond questionnaires, as noted in the first sentence above, the value of Dunford lies in the impact it has on participants' work situations and Dunford seminar planners in ELSD would like to hear about anything which participants see as deriving - whether directly or indirectly - from what they gained from Dunford 84 (or previous Dunfords for that matter). There is already an indication that it may spread to the Gulf DTEOs - if, as has been suggested, the proposed 85 Gulf DTEO Conference takes 'syllabus' as one of its themes and the Cairo DTEO case study as one of its inputs. There is also clear evidence of the impact of Dunford 84 in Indonesia, with the 'Dunford comes to Jakarta' follow-up sessions and the position papers on syllabus which came out of them. As for the future of Dunford seminars, perhaps the most appropriate comment comes from the participant who asserted in his/her remarks on follow-up that 'it surely must be worth keeping the "Dunford impetus" going'.

APPENDICES

APPENDIX A

A summary of "Five Conceptions of Curriculum: Their Roots and Implications for Curriculum Planning" by Elliot W Eisner and Elizabeth Valance. (See bibliography for reference).

Society is made up of many varied groups with many varied interests. These groups see the goals of education from their different standpoints and from the perspective of their different values. It is no wonder then that there are a great variety of views on what constitutes education, that is on what the content of the curriculum should be and how it should be organised. The authors aim in this article to try to make some sense of this diversity by broadly classifying the various views of education into five general orientations.

Theoretical Perspective

Before describing the five orientations a number of theoretical concepts are introduced which prove useful in characterizing the general orientations. The first theoretical perspective is a continuum between a 'child-centred' view and a 'society-centred' view. The second is a continuum with 'values education' (oriented to moral improvement) at one end and 'skills training' (providing survival skills) at the other. The third perspective is that relating to psychological models of learning including behavioural models and humanist models. The final major perspective is that relating to the view of the curriculum as a present 'lived-in' experience and end in itself or as an instrument toward some future goal (a means).

Five Orientations to the Curriculum

1. **The development of cognitive processes**

An orientation largely aimed at developing cognitive skills and sharpening intellectual processes. It focusses on the learners and sees them as interactive and adaptive elements. This orientation is largely process orientated, concerned more with how learning takes place and skills develop rather than what the factual content of the curriculum should be.

2. **Curriculum as technology**

This orientation again focusses on process, but not on the process of learning rather on the process of presenting material in an efficient way. It is based on the assumption that learning occurs in certain systematic and predictable ways, and the learner is seen more or less as a constant. The focus is on the optimal organization of material to produce learning.

3. **Self-actualisation, or curriculum as consummatory experience**

This orientation is heavily child-centred. It aims through concern for what is taught in schools to develop the learner's personal purpose, providing personally satisfying experiences for the learner. Education is seen as a liberating force which promotes personal growth. The emphasis is on synthesis and integration of the learner's personality through the content of the curriculum.

4. **Social reconstruction - relevance**

This orientation places the needs of society above those of the individual. Education is seen as a force in social reform. It emphasizes the need for a 'fit' between the individual and society.

5. **Academic rationalism**

This orientation is concerned with the transmission of the great ideas and creations of the learner's culture. Education should equip the learners to enable them to participate in the Western cultural tradition. There is a strong feeling that some subject matters are more important than others.

Three Curriculum Fallacies

The article concludes with a warning about three curriculum fallacies: those of formalism, content and universalism. The fallacy of formalism emphasizes the importance of how learning takes place while playing down the role of content, that is, what is learned. On the other hand the fallacy of content does precisely the reverse of this. The fallacy of universalism ignores the targets of the curriculum: the learners. This fallacy encourages the belief that there is an ideal curriculum irrespective of the learners it is intended for.

The article aims only to clarify the issues, not to provide answers or solutions to them. This summary includes the main points in the article, but not the arguments for or against them. For those arguments the reader must consult the original work.

APPENDIX B1

PRE-SEMINAR QUESTIONNAIRE

Name:

Present post:

Length of time in present post:

---

1. What is your current involvement in work related to curriculum and/or syllabus development?

2. In what ways do you expect this situation to change in the foreseeable future?

3. What sort of things, if any, make it difficult for your involvement in curriculum and/or syllabus development to be as effective as you would like it to be?

4. Whatever you wrote for 3, what in general are the major issues in curriculum and/or syllabus development?

5. In what terms does it make most sense to evaluate curriculum and/or syllabus programmes?

6. Which of these (and/or others) should be applied to the Dunford Seminar?

7. What would you expect to most resent not getting from the Dunford Seminar? (Sorry for the awkward wording - I hope the logic is clear enough.)

Dick Allwright
March 1984

APPENDIX B2

REPLIES TO QUESTIONNAIRE: CONSTRAINTS

Q.3 **What sort of things, if any, make it difficult for your involvement in curriculum and/or syllabus development to be as effective as you would like it to be?**

1. Conflict between administrative inconvenience and pedagogic aims (at a high level); poor communication; poor evaluation; lack of understanding by decision makers.

2. Lack of time and money for in-service courses.

3. Severe physical constraints, overcrowding, low entry standards, compartmentalisation of curriculum, poor teaching practice provision, entrenched attitudes of lecturing staff.

4. The necessarily low priority accorded to the development of new syllabuses and the revision of old courses.

5. i. Curriculum decisions are not in my hands; ii. syllabus planning externally is by committee and so ponderous in formation and implementation; iii. lack of feedback from school system on redesigned system.

6. 1. Relatively heavy teaching load (12-14 hrs per week); 2. lack of physical resources (eg meagre reprographic equipment; 3. heavy demand for courses from faculties; 4. university administration and admissions procedure.

7. Lack of practical personal experience and expertise; lack of executive power; lack of desire for change on the part of many teachers and admin staff; a preference (at times) for the administratively convenient over the pedagogically desirable.

8. -

9. Lack of development orientation in local education; lack of coherent planning there; over-reliance on French metropolitan styles, syllabuses; elite opportunities for studies in France.

10. The necessary low priority accorded to the development of new syllabuses and the revision of old courses.

11. Involvement in other activities causing lack of time.

12. Entrenched attitudes in a conservative teaching profession.

13. Lack of materials, books, equipment. Lack of training and/or experience in some colleagues.

14. Lack of time to evolve a syllabus in terms of specific skills, as well as in terms of functions and structures - in particular to evolve a satisfactory post-FCE syllabus to satisfy the very varied needs of the student at this level.

15. Superficially there are few constraints but administrative and attitudinal flexibility make the programme far less effective than it could be.

16. In this case the time allowed is short, and the group which will be working on the new curriculum do not know each other.

17. a. Lack of awareness and commitment on the part of local colleagues on the need for change; b. rigid examination system over which we have little control; c. total lack of equipment and recent ELT materials; d. too few teachers who show any signs of interest in developing new programmes.

18. Indecision as to implementation/timing/scale of mooted schemes, on the part of the admin bodies responsible for setting things in motion. Poorly defined lines of responsibility, power bases.

19. Severe physical constraints, overcrowding, low entry standards, compartmentalisation of curriculum, poor teaching practice provision, entrenched attitudes of lecturing staff.

20. a. The host university (= certain members of the staff); b. problems of teachers' backgrounds and need to express syllabus in terms meaningful to them; c. difficulty of arranging in-service courses to explain new syllabuses to teachers; d. limited ability of local staff to contribute (syllabus development becomes a one-man business).

APPENDIX B3

REPLIES TO QUESTIONNAIRES: ISSUES

Q.4 What in general are the major issues in curriculum and/or syllabus development?

1. I don't think there are any major issues on the ground. Curriculum development is a matter of balancing a vast number of factors, many of which are crucial variables.

2. In my situation attempts to implement a more communicatively orientated syllabus are often sabotaged by teachers who for one reason or another continue to teach the 'new' syllabus in the 'old' manner.

3. Of the difficulties in question 3, compartmentalisation and entrenched attitudes represent the greatest obstacle to innovation. The issue is, crudely, theory against practice, or knowledge against understanding, or academic precedent against student needs - all faces of the same coin?

4. Applicability of an EAP syllabus.

5. i. In KUC the need to establish a language syllabus which will have some performance rather than dependent on interests or enthusiasm of individuals; ii. in general education system need for more of a LAC approach.

6. Reconciling the special needs of the students in different faculties with the stipulation that published textbooks should be the basis of courses. Also establishing levels (both entry and target) for the courses when students have widely varying commands of English and when subject courses are also in very fluid developmental state.

7. The relationship between the syllabus and learning - how far can one be expected to reflect the other? And the reasons for any mismatch. Making a syllabus more than an inventory: ie defining in terms of skills what a student should be able to do as a result of covering the syllabus. The nature of the testing-syllabus relationship.

8. The development of a communicative syllabus which both reflects the socio-cultural environment and the aspirations of the learner, and offers perspectives into the wider world.

9. Making education more meaningful to more people (modernising attitudes and skills in progressively relevant ways). Ensuring implementation of curriculum development schemes. Proper evaluations at all stages.

10. Applicability of an EAP syllabus.

11. Appropriacy of materials to local situation and to classroom realities.

12. Structural objectives, "correctness", reading comprehension vs task-based "participatory" acquisition in a flexible multi-skill context.

13. 1. Stenhouse's ideas on a process and research model. 2. Relation and interaction between content, concept-formation, and teaching/learning methods.

14. i. The extent to which a specific syllabus will actually direct/influence the learning patterns of the students; ii. the extent to which an initial needs analysis can enable a course designer to draw up a satisfactory syllabus; iii. how far methodology influences syllabus development.

15. Achieving a balance between what is possible, what is necessary and what is expected.

16. Pupil involvement, pupil responsiblity, sharing responsibility for learning with others.

17. a. Need to arouse interest and motivate involvement in curriculum/ syllabus development on behalf of all concerned - teachers and students alike; b. evaluation of students' needs and requirements; c. insight into local approaches to learning and testing; d. evaluation of facilities and finances.

18. In our Institute, the syllabus needs to balance completeness with "lightness" of design - I want a flexible but instantly usable document to generate work in the classroom to fit an overall plan. For the Ministry, the issues are the theory/practice gap - political power and real life!

18. Compartmentalisation and entrenched attitudes represent greatest obstacle to innovation. The issue is, crudely, theory against practice, or knowledge against understanding, or academic precedent against student needs - all faces of the same coin.

20. For ELT: a. matching syllabus-writer's intentions with abilities etc of teachers; b. getting the right balance of depth, etc; c. trying to anticipate how things will work out in practice.

APPENDIX B4

REPLIES TO QUESTIONNAIRES: EVALUATION

Q.5 **In what terms does it make most sense to evaluate curriculum and/or syllabus programmes.**

1. 1. Measurement of student progress (acceptable at all levels). 2. Feedback from teachers. 3. Feedback from students. 4. Possibly in ESP situation, feedback from lecturers.

2. By some form of assessment test - but the form of any such test is likely to be the subject of a great deal of debate concerning pragmatic factors and the ideal.

3. In our context, overriding criterion is performance of the newly-graduated teacher in the classroom: but in evaluation, student performance criteria must be weighed against the social, academic and physical constraints under which curriculum operates.

4. In terms of: i. learning theories; ii. students performance during and after the course.

5. i. In country of application context; ii. learner needs - which often become so diverse as to make for a vacuum approach; iii. in terms of material/resources available - most important for a developing country (not necessarily same as i.).

6. The obvious way is in terms of performance in the examinations at the end of each credit course. These examples should simulate the operations for which students ned English in their subject courses and in other 'real world' situations identified in needs analysis. Hence the importance of specifying behavioural objectives.

7. Needs (difficult in a general situation); assumed knowledge; context; terminal goals; methods of teaching; methods of assessment; nature of the participants; time; teaching staff; materials/facilities available.

8. Perhaps: high face validity for the learner; teacher-friendliness; appropriate to the level of development of the country/needs of the learner.

9. Political - professional - cultural/socio-economic - commercial.

10. In terms of learning theories. In terms of the students' performances during and after the course.

11. Their effectiveness in actual classroom use.

12. In theoretical terms as they reflect current work in: a. language acquisition; b. methodology in the formal school setting.

13. Teacher performance.

14. "Before the event": how far the curriculum/syllabus appears to correspond to student needs with the emphasis on, eg particular skills, lexical fields. "After the event": in terms of student achievement; in terms of teacher/student satisfaction.

15. In terms of ensuring that topics and materials are part of an overall integrated design aimed at producing specified linguistic behaviour and which takes particular notice of student needs and administrative constraints.

16. In terms of question 4, keeping in mind that English is taught in mixed ability classes. On a linguistic level, the language should be accessible to everyone and useful and as "real" as possible.

17. a. How to find out teachers' and students' perceptions of i. what worked most effectively; ii. what did not work in the existing programmes; b. how to find out how learners learn 'best' in certain local environments.

18. For the DTEO "evaluation" will be the student vote and the teachers commitment to the teaching programme; if these clash, if the students don't perform what we predict, or dislike doing a programmed course, we have problems: end-of-syllabus achievement will not necessarily reflect syllabus content.

19. In our context, overriding criterion is performance of the newly-graduated teacher in the classroom; but in evaluation, student performance criteria must be weighed against the social, academic and physical constraints under which curriculum operates.

20. a. Appropriateness to needs of students; b. meaningfulness to teachers - ease of interpretation; c. extent to which they result in the learning intended.

APPENDIX C: REPORT ON A SECOND DESIGN FOR THE CAIRO DTEO CASE STUDY PRODUCED BY DUNFORD SEMINAR PARTICIPANTS

Aim: To produce a teacher's guide to the new syllabus so as to make it more likely that the syllabus will be implemented.

C1. THE DESIGN

Background: For a concise account of the institutional background and the background to the task, you are referred to 18.1 and 18.2 above.

The task outlined in 18.1 was to work on producing a proto-syllabus outline as a framework for a coherent series of courses (from Elementary to Higher). However, as subsequent documentation showed, this proto-syllabus had already been produced in the DTE. It was topic-based and contained lists of topics, behavioural specifications, settings, derived structures and derived functions arranged in the form of a chart.

The Case Study Group, therefore, decided to choose a different task from the one outlined, rather than try and reinvent the wheel. It would have been possible to embark on the design of the pedagogical syllabus, but as the decision had already been taken to base the framework of the pedagogical syllabus on the overall structure of a selected coursebook, this alternative was also rejected.

Rationale: The decision to design a teacher's guide to the syllabus was arrived at for the following reasons:

- syllabus documents often confuse teachers
- the role of the syllabus may not be apparent to the teacher
- syllabus documents are often ignored by the teacher
- it was felt that the syllabus was sufficiently important for the group to look at ways of promoting its implementation.

Guidelines: Our rationale gave rise to the following thinking:

1. Syllabus documents confuse teachers for some or all of the following reasons:

   a. their role/purpose/function is not apparent to the teacher

   b. their mode of operation is not clear. (If a syllabus is a tool, how does it work?)

   c. Typically, little time can be spent on showing the new teacher how to operate the syllabus. (Ideally, some form of induction course might be provided.)

   d. It may, of course, be that the syllabus is unnecessarily complicated and/or long, but since planning and teaching a course is not a simple procedure, some degree of complexity seems inevitable.

   e. It seemed a potentially helpful exercise to try to design some practicable means of showing teachers what the syllabus is and what can be done with it.

2. The role of the syllabus may not be apparent to the teacher because:

a. Pre-Service Teacher Training typically pays little attention to syllabus implementation.

b. The form of a syllabus, either as a document or a chart, does not make its function immediately apparent.

c. The more flexibility and teacher involvement is built into a syllabus design (ie the less prescriptive it is), the less obvious it becomes as to how to operate it in terms of sequencing teaching activities. The most prescriptive model would tell a teacher exactly what to do and when, whereas a more flexible design would allow for degrees of choice, of addition, subtraction or substitution and of revision of the design itself. Thus, a teacher must find his or her own path through it.

3. Syllabus documents are often ignored by teachers because:

a. Syllabuses are potentially confusing documents whose role is not immediately apparent (as above).

b. Teachers often feel that they are merely syllabus consumers. The idea of a dynamic syllabus into which both teachers and students can provide feedback and which they can affect during the process of its implementation is difficult to convey. Some form of practical guidance seems particularly necessary here. The group also felt that the more such guidance could take the form of guidelines/criteria/instruction on how to operate mechanisms for providing feedback, the more likely that student and teacher involvement in the syllabus would increase.

c. Teachers are busy people and do not have much time to spend trying to understand a document they may find confusing. So any form of guidance must be concise, clear and attractively presented. Furthermore, a guide booklet could be referred to at any time, as frequently as necessary and as selectively as necessary, which would not be the case with such forms of presentation as an induction course, a lecture or a video presentation (all of which have their own role). The ideal guide would be an experienced teacher (who has used the syllabus), but such people's time is also at a premium.

4. The syllabus was felt to be important in any institution where courses were organised in a graded sequence with more than one class at each level. Assessment of student performance then became a matter of practical concern to the institution as well as to the students (and, perhaps, their teacher). Without the framework of a syllabus, no grading of a sequence of courses nor assessment of student performance in terms of course content is likely to be effective.

Practical Implications: On the basis of the above guidelines it was decided:

- to produce a teacher's guide to the syllabus in the form of a booklet.
- to adopt an easily-portable format, such as A4 folded in half.

- to present the information in the form of questions and answers. The questions would be those that a new teacher, or a teacher facing a new syllabus, might ask.

- to try to order the questions and answers in a common-sense/logical way, such that the answer to one question might well lead in to the next question.

- to use visual devices such as cartoon drawings (incorporating 'thinks bubbles') to indicate states in the organisation of the guide and to make it attractive.

- to adopt a light-hearted style of writing with as little terminology as possible. The guide must not appear to be talking down to the teacher.

- to include practical information on the organisation of the institution and of its resources; for example, who to seek advice from on different problems and how to find physical resources such as books, tapes and handouts. Such information does not relate to the syllabus directly, but would be the sort of thing a new teacher would require.

- to assume that the booklet would be presented to the teacher in some more or less formal way (ie with an accompanying tour of the institution and/or along with a video presentation) and that the syllabus itself would be either given or shown, depending on its format, to the teacher at the same time. The guide would thus be seen as a type of instruction manual, such as might accompany any new tool. It could also serve as a point of reference in the in-service teacher training programme.

- to keep the guide as short as possible.

- to give clear, practical suggestions on how to construct and operate mechanisms for involving the students in the overall course syllabus; for example, how to make a wallchart to record the students' progress through, and where appropriate comments on, the syllabus.

- to outline a mechanism(s) by which the teacher can evaluate the syllabus and feedback to the course design.

The Product: In the time available the group has not been able to do more than list main points for inclusion in the guide and attempt to order them in terms of questions and skeletal answers. These have been reproduced in the following section. One or two examples of ideas for format were also produced but are not included here.

C2. A TEACHER'S GUIDE TO THE SYLLABUS

WHY SHOULD I READ THIS GUIDE?

It will tell YOU:

- about the syllabus and what you can do with it
- where to find our materials
- some of our ideas about teaching and learning
- how to use the system that support the syllabus

WHAT IS A LANGUAGE SYLLABUS?

Very simply, a language syllabus includes all the language to be covered at any level, and indications of how we can best help learners to communicate successfully in the target language.

WHO IS THE SYLLABUS FOR?

Essentially it's a framework to assist you in your teaching, and a plan for course designers.

WHERE DOES THE SYLLABUS COME FROM?

This syllabus comes from our need for a coherent overall framework of all our language teaching from Level 1 to FCE.

WHAT USE IS THE SYLLABUS TO ME?

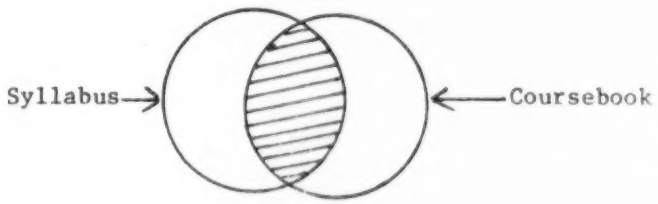
It states what language your students should cover, what skills they should develop and gives some suggested means of how you can enable your students to be successful learners.

HOW IS THE SYLLABUS ORGANISED?

(A listing of each section, with brief explanations and exemplifications of the entire syllabus.)

WHAT ABOUT THE COURSEBOOK?

The coursebook will help your learners learn a lot of what is in the syllabus: but, we cannot expect one book to contain everything your students need. The coursebook is written for a general market, but the syllabus has been designed for you and your students. So, the <u>syllabus</u> is your first priority, NOT the coursebook.



SO, ALL I HAVE TO DO IS FOLLOW THE SYLLABUS - RIGHT?

Well, not exactly. Teaching isn/t just following somebody else's list blindly - the most important element is the learner. As a teacher you should adapt the syllabus to your particular learners, not attempt to adapt your learners to the syllabus.

YOU MEAN THE SYLLABUS WILL CHANGE?

Yes - it will be regularly reviewed and can be changed according to the feedback from teachers and their students.

HOW DO I FIND OUT WHAT MY STUDENTS REALLY THINK OF THE COURSE?

(This section will emphasise student involvement in course procedures - it will suggest possible ways the teacher can get the students to think about

what they want from the course and whether they are getting it. This involves much more than eg questionnaire.)

HOW ARE MY STUDENTS ASSESSED?

(This section will refer the teacher to the relevant part of the syllabus and will deal with end-of-course evaluations, placement, progress testing etc.)

WHAT MATERIALS ARE THERE AND WHERE CAN I FIND THEM?

(This section will indicate where materials are located and the people to contact for information on classification and retrieval systems. A pictorial representation of storage layout would be appropriate.)

WHO DO I ASK ABOUT ....?
MATERIALS, TEACHING PROBLEMS, ASSESSMENTS, CULTURAL PROBLEMS, REGISTERS, ADMINISTRATION PROCEDURES, ETC?

(This section will tell teachers who to go to concerning specific professional problems. There will also be a note on the role of teaching cultural background and the issues the teachers and students could consider.)

C.3 TWO REACTIONS TO THE DESIGN

Reaction One

1. Practical survey:

   Public relation aspect has been addressed even if we didn't like the approach.

2. Question and answer - on guide:

   - We agree guide more likely to go through if lower level - informal not dictatorial, but Q and A as presented too patronising.

   - Format will sell product - this given consideration rather than content.

   - Primarily for <u>new</u> (inexperienced) teachers.

   - Supplementary (video) induction course.

3. Rationale - needs to stress purpose of syllabus:

   i. <u>Why</u> use syllabus
      - (omitted/dropped) in question formula
      - should be reintroduced
      - group wish to explore in options later.

   ii. Evaluation by teachers of syllabus
      - informal, implied
      - how (group to explore in options)

   iii. Student feedback important to syllabus (group explore in options).

4. How are students to be tested:

   End of course evaluation - not specific

5. External syllabus?

   A. Syllabus external to textbook

   B. Textbook basic syllabus - other materials added around it

   C. Preference for external syllabus.

A-C represent the evolution of the discussion in the group.

6. Why external better?

   i. textbook static
   ii. excludes change
   iii. external dynamic.

Reaction Two

On the whole we are very sympathetic to the aims of the Cairo B Group, and we feel there is a need for a guide.

We would like to suggest a number of ways in which the guide might be developed further.

1. At the moment there is a mismatch between the background statement of what the guide will cover and the exemplification given. The present example seems to be largely a general introduction to the syllabus. A very helpful addition would be a specific example of how a 'mechanism'* might work. At the moment it is difficult to see what this guidance would look like.

2. We feel that there are possibly two audiences (at least) for the guide: the new teacher and the experienced new teacher. These two different audiences might need a different approach to the presentation of the syllabus. For this reason we are not sure that the question and answer approach is the right one.

3. Once the guide starts to grow it may be necessary to provide an indexing system to facilitate easy access.

* 'Mechanisms' are referred to in guideline 3b of the Cairo B document, and in the last two points under Practical Implications:

eg mechanisms for student involvement
assessment
teacher evaluation of the syllabus.

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